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ABSTRACT

The goal of the communications project is to explore systematically the perceptions of the University of Pittsburgh held by a variety of relevant publics, to analyze the discrepancies between each of those perceptions and what a university really is and can do, and then to communicate to each of those publics a more realistic and accurate impression. Students and alumni both feel the University's major responsibility is to teaching rather than to research, but there is disagreement concerning a third role: that of becoming more involved in the alleviation of urban problems. Although a high percentage of students favor active community involvement, the alumni show some hesitation in having the University take on more responsibility. Thus, at this point, the data suggests a lack of basic consensus concerning further University involvement in community problems. (Author/HS)

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RESEARCH REPORT OF COMMUNICATIONS
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RESEARCH REPORT OF COMMUNICATIONS:

CONCEPTUALIZATION AND PRELIMINARY FINDINGS

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PREFACE

This is a report of the preliminary thinking and seven months of empirical research about the process of communication in a major urban university. The focus of the research is on the information content and image projection of messages about the University; on the channels of communication through which these messages flow both internally and externally; and on the constituencies or publics with which the University interacts.

Several specific research projects have been initiated by the research staff to begin to clarify the communication process and to sharpen the focus of research for Phase III and IV of the project. These research projects include the following:

1. A content analysis of the two major daily newspapers' articles on the University.

2. A content analysis of the University student paper.

3. A content analysis of the University publication geared to faculty and staff.

4. A content analysis of University news releases.

5. Two surveys to students.

6. A survey to alumni.

7. Use of relevant material from other University surveys.

8. Interviews with University personnel.

9. The collection and analysis of relevant documents such as organization charts, memos, and official reports.

All interpretations offered should be considered as tentative and subject to revision and expansion in the later phases of this project.

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INTRODUCTION

Probably the most critical dilemma for the contemporary university in the United States has come to be that of defining its particular responsibilities and obligations, both toward its internal constituencies (students, faculty, administration) and its external publics at the local and the national level. For some years, considerable attention has been paid to internal issues, particularly with respect to obligations to students, but it is only very recently that the University has been pressed to articulate its responsibilities vis-a-vis non-membership groups. Traditionally, the University's "business" was to provide higher education for an elite, and its resources were utilized pursuant to such goals as providing adequate curricula and knowledgeable faculties so that a "liberal education" could be acquired by those few who would be responsible for maintaining the cultural standards of the society. Since World War II, however, the University has been asked to accommodate an influx of a far greater proportion of the population, both to enlarge the spectrum of informed citizenry and also to orient itself to the occupational-technological needs of an industrial society in an advanced stage. During this same period, the University has been increasingly assigned the task of conducting basic, empirical research into the long-range and immediate problems encountered in the new social conditions. In effect, the University professor was being pressed to forsake his more isolated scholarly stance and adopt the rather diffuse role of both researcher and teacher, the rationale being that expert faculty should be engaged in the production as well as the dissemination of knowledge.

In the past decade, the University has been increasingly pressed to put its accumulated knowledge and resources to work on the immediate solution of proliferating social problems, particularly urban problems. With respect to its teaching responsibilities, the University is called upon to keep more abreast with developments in the "real" world, and prepare its students to understand it and serve its practical needs. The University, as the chief reservoir of knowledge and expertise in society, is expected to provide the talents and the programs which will produce the personnel to solve acute social problems. This is one aspect of a new service role for the University, an aspect which can generally be handled by an expansion within University walls.

A second service aspect, however, requires a more active "involvement" in the community directly, and this aspect is more closely related to research activities. Rather than simply storing up basic knowledge, the University is being asked to start implementing research findings through direct intervention programs in problem areas. Many groups are pressuring faculty and students to make themselves directly responsive to community needs through community action or betterment activities. Such activities require close interaction between University personnel and community groups so that their shared knowledge can be brought to bear, rather than University personnel giving "advice."

The reciprocal relationship between the University and the community has become strikingly evident in recent times. The University needs strong support, morally and financially, in order to fulfill its institutionalized roles of teaching and research. In turn, the University is being called upon to augment its more latent service ideology and exercise its great potential by responding through active involvement in times of urban crises.

For a community-university partnership to emerge and function well, knowledge and understanding of the existing problems on both sides is necessary. This can be attained only through good and open communications between the two. For its part, the university must attempt not only to listen to its major constituencies but to articulate its own goals and implementation problems. Community groups, in turn, must try to understand the variety of demands on the university as well as making clear its own needs. Only when a continuous two-way flow of communication has been established, can it be expected that the university and the community can develop an understanding which will allow them to work together to forward their common interests.

The University of Pittsburgh meets the criteria necessary to serve as a research situation for University-community communication analysis and action plans. The University has made a commitment to excellence in teaching and research as well as a commitment to involvement with the community. The most recent Annual Report of the Chancellor stresses the role of public service (Report of the Chancellor 1970, pp. 7-13). The University has a well-developed system of formal communication (see Appendix H -- Office of News and Publications) which is vitally concerned with the effects of its operation and has expressed willingness to cooperate with research staffs. The City of Pittsburgh displays the characteristics of other urban areas in terms both of its problems and its interested citizen groups in solving these problems. These conditions are important as one works toward an understanding of the University-community communication process not only as it effects the University of Pittsburgh but with findings that will be generalizable to other universities in the country as they strive to meet the new challenges.

THE RESEARCH PROBLEM

The University-Urban Interface Program consists of five distinct but interrelated research projects which reflect existing and developing operational efforts to relate the University to its community. Each of these projects concerns itself with an area which has been given "priority" according to estimates of optimal effectiveness given the resources which can be mobilized.

The five priority areas so arrived at are:

1. Urban and Community Services. In this area, an attempt is being made, through the Office of Urban and Community Services, to relate University resources to the needs and problems of Pittsburgh's minority communities.
2. Expansion Impact. In this area, an attempt is being made to satisfy the University's expansion needs while remaining a responsible and useful neighbor within the urban community of which it is a part.
3. Communications. In this area, a common base of understanding about the University and its major constituencies is being sought.
4. Community Long-Range Goals. In this area, means are being sought for getting regular and reliable readings of the urban community's goals and for mediating between emerging community goals and the policy-making process of the University.
5. University Organization. In this area, information resulting from the projects in the four areas above will be used to form a clearer understanding of the consequences of the organizational structure

Priority 5 presents the problem of communications as an internal as well as an external problem. There is a need for internal communication among personnel of the University as well as external communication between the University as a corporate entity and its publics.

Communications, moreover, may take many forms. Communication takes place not only through formal media, such as the printed word, radio, television, and formal speeches, but also informally through casual conversation, grapevine, rumor, and simply keeping one's eyes and ears open.

In addition, there is more to communication than the sending and receiving of "messages." It is a matter not only of information given and received, but also of the perceptions that form as this information is interpreted.

With a subject matter so broad and complex, the research problem quickly became one of focus; how to study and understand communications and their impact in some sort of manageable way.

A general plan and many specific ideas were suggested in the original proposal to the Office of Education (Proposal for Continuation of a University-Urban Interface Program, December, 1969). That document suggested that the research should concentrate on three kinds of problems.

1. It will seek to ascertain whether specific communications which were intended to convey information did in fact convey that information accurately.

2. It will attempt to discover whether specific communications which are intended to change or to reinforce a particular attitude did or did not do so.

3. It will systematically collect information about the channels through which communications are sent and received in order to begin to map the structures which do and which do not facilitate the flow of effective communications. Since from the point of view of University operations it is as important for communications to flow from the community into the University as it is for communications to be transmitted to the community, these three problems will be investigated by giving systematic attention to movement in both directions.

What is learned from this research is to be applicable to other urban universities as well as alert the University of Pittsburgh to possible modifications needed in its communication practices. The proposal set eight tasks for a research team to carry out in the Phase II portion of the project as follows:

1. Identification of the principal publics of the University;
2. Selection of respondent groups;
3. Ascertainment of the state of information and attitudes toward the University within these publics;
4. Development of research techniques;
5. "As needed" and periodic surveying of the state of information and attitudes;
6. Monitoring and collection of communications emanating from the University;
7. "Firehouse" research on the effects of specific events;
8. Evaluation and reporting.

At a July, 1970 meeting of the Communications Project[1] several projects were suggested by the Office of News and Publications:

1. Credibility of University-provided stories and University opinion as presented in internal publications.

2. Readership survey of the Pitt Magazine, including the annual report, the Alumni Times, University Times, and perhaps the Pitt News. This might have the same format for all publications to appraise contrasting audiences, number of internal and external readers, and be compared with other studies by sister institutions regarding their readership.

3. General mass audience opinion of the University and how this might have been shaped through reading, personal contacts, etc. (e.g., recruitment teams that have turned off student candidates in the community were mentioned.)

4. The structure and attitudes of internal audiences regarding different University media.

5. Accuracy of perception and opinions considering that not all media can be controlled through News and Publications.

Two additional projects were suggested:

1. A general content analysis of University Times, Pitt Magazine, Alumni Times and Pitt News for development of a chronological base for use in analysis during the course of University-Urban Interface Programs. A highlight history or synopsis of University affairs and national events could be considered, and correlated with opinion

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[1] Memo from R. C. Brictson, July 22, 1970, pp. 2, 3. Attending the meeting were A. C. Van Dusen, Russell M. Arnold, J. G. Colangelo, B. P. Koperek, Jiri Nehnevajsa, and R. C. Brictson.

and reaction by various audiences. A corollary of this effort might be ad hoc investigation or "firehouse research" after significant events occurred.

2. The political implications of time off for participation in elections in the fall might be studied. Discussion of who supports the program and why as well as their expectations before and their opinions afterward regarding results would be appropriate. As a corollary to this study, an ad hoc effort to look at the National Welfare Right Organization impending convention on campus would be also possible. Inquiry about reactions to and expectations for such a meeting among the various respondents would provide informations on this form of University-community interaction.

Finally, the general approach to what signals and sources of information are provided for varying constituencies, both internal and external, must be considered. If the University is to provide services to the community and exist within that embedding environment, certainly more accurate perceptions of University opinion would be desirable. This can be related in the long run to policy moves in the University and reactions to extant, developmental or envisioned programs.

* * * *

Thus, in the first eight months of the project, the emphasis was on defining and tracing the channels of communication which were being employed, beginning with the formal channels. Attempts were made to define the publics these channels were reaching--and the publics they were failing to reach. Carefully scrutinized as well was the information content that was actually flowing through these channels. Finally, an attempt was made to uncover

and evaluate the present perceptions of the various publics that were being reached through these channels as to the role and the image of the University.

Not the least of the research "problems" in this initial phase was the basic process of staff socialization; familiarizing the staff with the field in which it would be operating--the University and its community; with the resources it had at its disposal, e.g., the computer center; familiarizing it with the literature and with the theoretical issues in general; in one phrase, "learning our way around."

A MODEL OF THE COMMUNICATION PROCESS

One of the tasks the research staff undertook early in Phase II was the development of a model of the communication process. This model serves both as a clarifier of the process and as a means to systematize the research data and sets boundaries for the scope of research. The process was first conceptualized as taking place in three sectors -- (1) the University; (2) media organizations; and (3) in the community.

The University provides the subject matter for the messages with which we are concerned. Although not all messages originate within the University, they are about the University or reaction to the University.

The communication that flows between the University and the community is both facilitated and modified by various agents of communication such as the University Office of News and Publications or the desk of a city editor.

Messages have some explicit or implicit targets among the many publics to which they might be directed. These publics might be internal to the University, such as students or faculty, or external to the University in the form of occupational, political interest, ethnic, or geographical groupings which can form a special interest group or public.

This original simple conceptualization was developed to include the actors about which the messages are primarily concerned and the activity reported in the message. This content information was then supplemented by the notions of image projection. A message not only has information content, but it projects some sort of image, whether intended by the sender or not. This image will not be perceived by all publics in the same way, either in the sense of interpretation of the message or evaluation as a positive or negative image.

Besides the content and image projection of messages, the model also includes the concept of flow of the message or channels of communication. This aspect is also relevant to problems of University-Urban Interface.

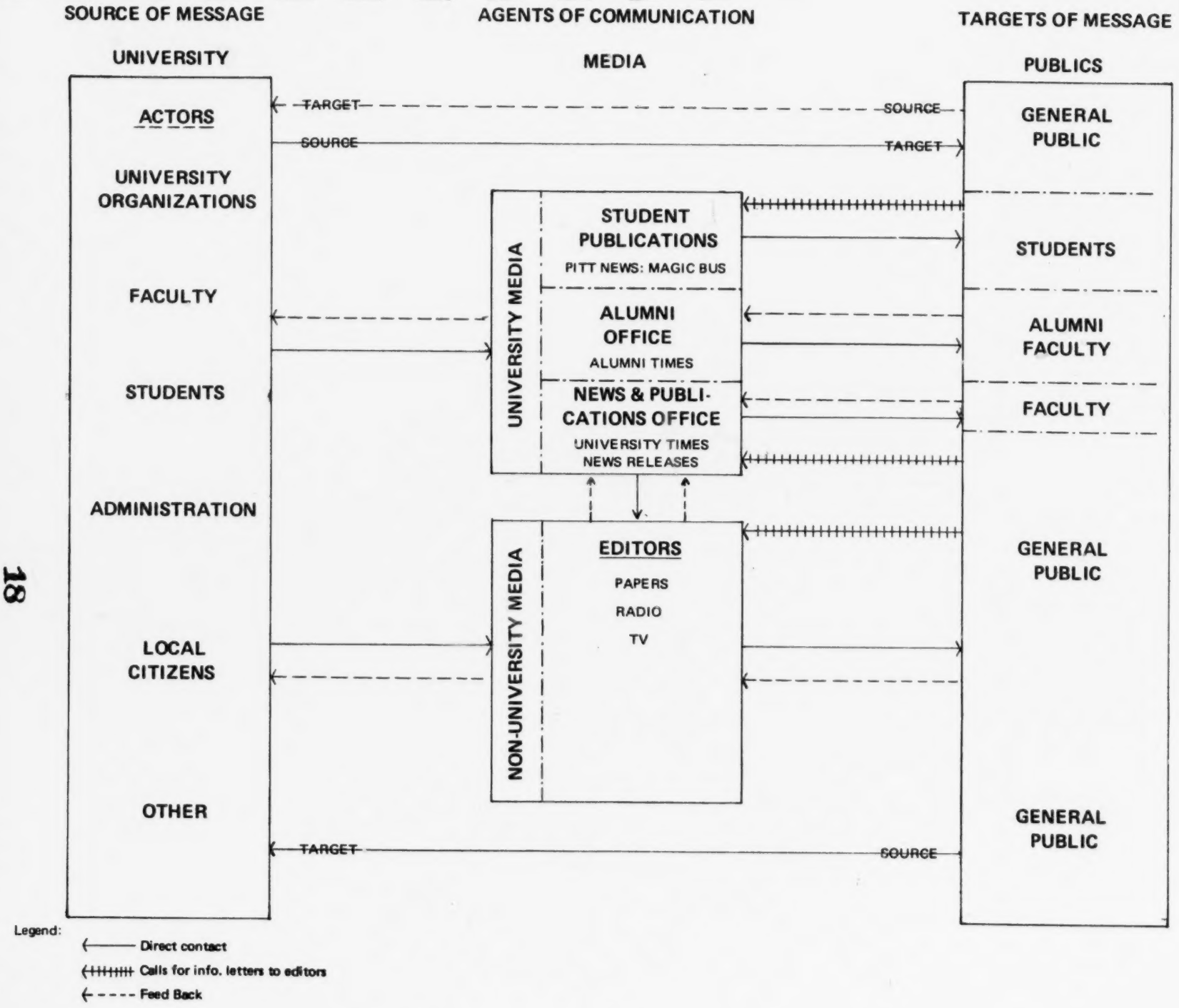
This broad conceptualization has guided us to look at specific aspects of communication through specific research projects such as a content analysis of some of the messages, present views about the University as expressed in survey questionnaires, formal channels of communication through a knowledge of the operation of the Office of News and Publications, and informal channels of communication through interviews of University personnel. As we have learned from the research, the model has been changed, leading the staff to other research questions. It is expected that this process will continue throughout the project, culminating in some model of communication which more truly expresses the process of communication between a university and the community.

Thus, by including in our communications analysis the University as sending out information, the media which conveys it, and the publics which are targets of this information, we hope to answer some preliminary questions:

1. What kind of information is sent out from the University?
2. What kind of information is the media most interested in publishing?
3. To whom does the University most often aim its messages?
4. What images do the University news items seem to project?
5. How do public media alter the image?

In a later phase, we hope to find out, through interviews, how various publics

6. Interpret the image and role of the University,
7. What the public wants to hear about, and
8. How it receives information and assesses its credibility.


SOURCE OF MESSAGE
AGENTS OF COMMUNICATION
TARGETS OF MESSAGE
UNIVERSITY
MEDIA
PUBLICS
ACTORS
UNIVERSITY ORGANIZATIONS
FACULTY
STUDENTS
ADMINISTRATION
LOCAL CITIZENS
OTHER
TARGET
SOURCE
SOURCE
TARGET
UNIVERSITY MEDIA
STUDENT PUBLICATIONS
PITT NEWS: MAGIC BUS
ALUMNI OFFICE
ALUMNI TIMES
NEWS & PUBLICATIONS OFFICE
UNIVERSITY TIMES
NEWS RELEASES
NON-UNIVERSITY MEDIA
EDITORS
PAPERS
RADIO
TV
GENERAL PUBLIC
STUDENTS
ALUMNI FACULTY
FACULTY
GENERAL PUBLIC
GENERAL PUBLIC
TARGET
SOURCE
Legend:
Direct contact
Calls for info. letters to editors
Feed Back

Explanation of Chart

The University and the publics are positioned at opposite ends of the chart to depict the idea that a message about the University moves to reach publics. The lines contain arrows designating the flow of a message. Certain of these lines depict a direct connection between the University and publics, while others show messages going through various "agents of communication," such as University publications and the public press.

Many messages originate in the University sector and move out to the public, directly. Other messages concerning the University actually originate within the public sector and move toward the University. A circular flow of communication is shown by the continuous direction of the outer solid arrows connecting source and target. The broken lines designate feedback from target to source. The inner solid lines and broken lines depict the various possible channels a message might flow through within the various agents of communication.

A message which originates in some department of the University might be picked up by a News and Publications' reporter, be written in the form of a news release, sent to the press, picked up by a reporter, go through an editor's desk and reach the public in a news article. Public reaction might take the form of information input and image impression or could take more overt form and move back to the source via a phone call to the University, a "letter to the editor" in the public press, or the formation of some public action group which then collectively gives feedback to the University.

CONTENT ANALYSIS

CONTENT ANALYSIS

A staff decision was made to focus the Phase II research effort on the more visible process of communication as it flows through the Office of News and Publications and other formal channels of communication. The broad research questions would be: (1) what kind of information is being communicated; (2) what image of the University is being projected through this information; and (3) to whom do the communications seem to be directed. Besides learning something about the messages and their targets, we also wanted to begin mapping the channels of communications as messages flow between the University and the public.

With this general research goal in mind, several preliminary tasks were carried out. Interviews were conducted with University personnel responsible for formal communication. The Research Project Director, the Research Assistant and graduate students working on the communication project made a visit to the News and Publication Office to meet with its director, Mr. Colangelo, and other staff. Mr. Colangelo described the process whereby news from various parts of the University is gathered by staff reporters assigned to specific areas (see Appendix H, p.34)and given to the public media through news releases. It was also pointed out that one cannot build an image of a university as one would of a corporation or a political candidate because a university is made up of many diverse sectors which pride themselves on a large degree of autonomy. The very nature of a university stresses seeking of the truth and any controlled attempt to manipulate either the content of messages or projection of images would be antithetical to the over-riding character and function of a university. Mr. Colangelo further pointed out that a large portion of News and Publications staff time is spent in establishing credibility with University officials, representatives of the news media, and with the general public.

A further preliminary step was a review of literature. A search for literature relevant to the communications research was focused on three general issues: (1) communication research and theory, (2) content analysis as a research tool, and (3) content analysis of news media. The results of this search are available in the files of the Research Office, including xerox copies of the more useful articles. Although very little of the literature was directly relevant to our needs, one article on a process model of communication was useful for the development of our model of University-community interaction. It is: "A Conceptual Model for Communications Research" by Bruce H. Westley and Malcolm S. MacLean, Jr. in Journalism Quarterly, Vol. 34, No. 1, 1957, pp. 31-38.

Content Analysis of the Press

One starting point for an analysis of the more visible communication processes is to look at the actual news articles about University in both public and University printed media. The information to be learned from a content analysis of such articles would be necessary as a basis for further research and is also an unobtrusive method which is useful to a staff not yet armed with enough background to begin interviewing or making other public contacts.

One of our first areas of analysis has been of official formal communication that is chanelled through the Office of News and Publications. This office prepares news releases which are sent to the public media. After interviewing Mr. Colangelo, who is director of that office, the UUIP research team began reading all news releases to get a general idea of the content of these formal messages and possible images they might project about the University. The readers were given minimal instruction to allow

their subjective reactions free reign to include any idea which might come to their mind when reading these releases. (See Appendix B, p. 20 for examples of the comments by the readers.) After a joint staff examination of the results of these readings some preliminary categories were chosen which seemed most relevant to our research needs and some sample content analysis made. This process led to the basic categories of content analysis used in the analysis of the press: (1) information content in terms of activity and the actors; (2) images of the University projected by the message; (3) the target of the message or the public toward which the message seems to be directed; and (4) the type of media used to convey the message. (See Appendix A, p. 1 for Content Analysis Codebook.) The content coders read a set of articles using the categories and their intercoder reliability was checked. When a particular category proved to be creating discrepancies in coding among the staff, a group session was held to discuss the category and ascertain the reason for the discrepancy and determine further criteria for including or excluding a news article in a category. (See Appendix C, p. 22 for examples of the testing of coder reliability.)

Each of the four broad categories and their various subcategories will be discussed in detail in the following sections.

Information Content of the Message

Three aspects of the information content of the message have been coded, 1) the primary actor, 2) the primary activity reported in the message, and 3) whether the message primarily concerns the internal functionings of the University or has impact outside of the University.

1.) Actors (see page 4 of Appendix A). By actors we mean the primary

instigators of an action. Following this, we arrive at three main categories of actors:

(a) All sectors of the University: faculty, students, administration, and University organization. The latter refers to student organization, staff groups and groups of people formed into an organization.

(b) Actors are also outside the University: local citizens and organizations. With Pitt becoming more involved with the local community concerning expansion, different community programs, etc., it is to be expected that the newspapers report on actions taken by local citizens and organizations.

(c) Since we are interested in the instigator of an action, it is clear that many actions reported on can be undertaken by others than Pitt or local groups, even if the activities have to do with the University. Our third category is "Other" whereby we refer to any actor other than the above-mentioned ones. Examples are: federal, state or local government; national student, black or feminist groups, higher educational organizations, etc.

By having information on which actors appear most frequently in the different papers, we will see what seems to be of most interest to the different publics, and what constitutes the projected image of the University.

2.) Activity (see page 4 of Appendix A). In our analysis we refer to the event or major activity described in an article. One exception, however, is when the content of an event is described at length. In this case, we register the content, since it reflects the University's involvement and orientation more specifically than the event. Only once during our analysis did we note the content of a conference rather than the conference itself.

By this category, we will get a picture of what activities are reported most often in the public press versus the University press and what seems to

be of most interest to the different publics. It will also give us an idea of what affects the projected University image.

3.) Internal-External (see page 2 of Appendix A). This dimension expresses whether the activity reported in the message is of primary concern only to the internal functioning or interest of the University or has some major impact outside of the University (external). For example, faculty appointments, a student dance, or a change in registration date is primarily of internal concern. On the other hand, a community conference, a musical program, or a plan for a new building has major impact outside of the University.

Image Projection of a Message

Messages not only contain information, but also leave certain impressions with the receiver. Whether a sender of a message attempts to manipulate an impression or not some kind of impression has been left with the receiver.

The messages received by the community are often formed into images as the public establishes a concept of the University. In "The University and the City," Nash describes three different studies dealing with the university's image in the community. In all three research projects, conducted at Danbury State College, Columbia University, and New Federal City College, it was consistently discovered that "the residents of all three communities thought that their institutions should do a better job of educating and should educate more people from the community."[1] In general, the public had perceived the university as possessing a negative image. Consequently, we decided to study the University of Pittsburgh image as perceived by the general public while hoping to later extrapolate our findings to pertain to the general problem of studying the University image.

Several variables complicate the interpretation of coding of images. At this point in our research, no attempt has been made to study in depth the image phenomenon, but these variables need to be pointed out. First,

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[1] George Nash: "The University and the City" (Manuscript), February, 1970, pp. 1-25.

images are received in the context of one's own experience so that any "objective" coding of these images by a research staff can only be made by setting boundaries to and criteria within the researchers' experience. A future step planned is to conduct interviews with representatives of various publics to code the images they receive from a particular message.

A second variable of image impression involves intensity of the impression. Although there might be consensus as to the image a message projects, how important that image is in forming social judgments will vary from person to person.

One message by itself will seldomly project some image that has any major impact on a public impression. The stance taken on our interpretations is that the images of the messages accumulate over time. Certain images are either reinforced or slowly changed. Even though a content analysis may not yield perfectly objective data, it is more in the spirit of a general overall picture rather than an exact image that we judge this data to be valid.

Three general categories of Image have been used: (1) Local-Cosmopolitan, (2) College stereotypes, and (3) Activity images.

Cosmopolitan - Local

(See Appendix A1, page 15)

One of the aspects of the University's image we are examining is whether the image projected is predominantly "cosmopolitan" or predominantly "local." This local-cosmopolitan dichotomy has been used extensively in studies of community influentials and corporation decision-making as well as in a variety of other areas of research. (See Bibliography.)

As George Nash points out, universities which tend to receive the greatest allocation of research funds are nationally and internationally oriented. This cosmopolitan perspective has traditionally been a sign of prestige or a path to gaining academic prestige. Those universities which concentrate on educating local students and involving themselves in local problems have usually been a bit looked down on by the academic world. And yet, if universities are to relate to the community most closely around them, they must become involved in local problems and regard this concern as a legitimate interest of any institution of higher education. The University of Pittsburgh has a particularly interesting history to serve as background for this dilemma. For many years it served basically a local population and was considered a "streetcar university." However, during Litchfield's administration, the University of Pittsburgh entered the arena of the more cosmopolitan institutions and vied for national and international prominence. (See Appendix I, page 43.) Our content analysis and future research may uncover some uncertainty on the part of Pitt as to which role it wants to play or how best to blend together the two. However, this is a general problem that every urban university must face. What we

will look at closely in this vein is "What is the relationship between emphasis on cosmopolitan or local orientation and universities' perspective on involvement in local problems?"

A cosmopolitan image is one that gives the idea of significant involvement with the world outside. A local image, on the other hand, is associated with a confining of interests to matters regarding the community, be it town or state. For example, Pitt's participation in international or national conferences, invitation of faculty or students from or to other universities and matters dealing with the Federal or foreign governments would be considered cosmopolitan. Internal administrative matters, class schedules, or fraternity parties project a local image.

* * * *

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College Stereotypes (Clark and Trow)

(See Appendix A2, page 17)

In 1962 Clark and Trow published a study classifying institutions of higher education according to the distribution of their students within four specific categories which they defined as (1) Academic, (2) Collegiate, (3) Vocational, and (4) Non-Conformists. This categorization emerges analytically from the combination of two factors: (a) the degree to which students are involved with ideas and issues other than those minimally required for their attaining their degree, and (b) the extent to which students identify with their college.

		Involved with Ideas: +	Involved with Ideas: -
Identify with their college	+	Academic	Collegiate
	-	Non-Conformist	Vocational

It was felt important to include some variables in our content analysis which could serve as a basis for comparison with previous findings. The Clark and Trow study was particularly interesting to our research because of its focus on college stereotypes.

The items that were coded under each of the Clark and Trow derived categories are as follows: (1) The Academic sub-group included all those news items that dealt with purely academic topics; e.g., faculty promotions and changes, academic programs, research, awards -- in short, curriculum affairs. (2) Collegiate: items dealing with student and University-sponsored extracurricular activities, confined within the boundaries of accepted University-student relationship; e.g., sports, fraternities,

sororities, cultural meetings, student body social activities. (3) Vocational: those items concerned with programs sponsored or initiated by the University and aimed to give special training to certain groups in the public who could not be considered as full-time students; e.g., training teachers for ghetto areas, paraprofessional courses for vocations, evening courses for adults. (4) Non-Conformists: news about demonstrations, spontaneous and programmed activism, campus unrest, women's lib and anti-war movements, black action. Non-Fit: all news that does not fit in the above.

Activity Images

From our original reading of the news releases, we arrived at seven different image categories, all reflecting the University's orientation of activities.

"Social Welfare" shows the University's involvement in welfare activities and programs in the community. The University as a "Cultural Center" depicts activities such as art shows, films, theatre, etc.

"Physical Science" and "Social Science" present the University as scientifically oriented; for example, findings and discussions of scientific studies. The category "Technological" is self-explanatory.

"Service to Business" shows another outward orientation on the part of the University.

The University as a "Complex Organization" deals with large scale policies and plans of all kinds.

The category "Student Activism" was added later and contains political as well as other activities by students. It has not been used in our analysis yet.

Publics or Targets of the Message

The messages which are sent through the media are designed to reach certain publics. These publics are connected with the University to various degrees: The students, faculty and administrators constitute internal constituencies of the University; the alumni belong both to the University and are part of the general public; ethnic groups, poverty groups, occupational and interest groups are part of the University's external constituencies.

As is evident, the internal communication system must function properly in order for the University to establish good relations with its constituencies. However, the task is more complex with respect to external publics because the community is heterogeneous and expectations of the University may vary widely. In this context, it is appropriate to define the concept of "community" at large as consisting of "smaller" communities such as geographical entities such as Oakland; groups of individuals related to each other by occupation, such as police, faculty, and administrators; by interests, such as students, alumni, women; by social and cultural background such as ethnic groups; and by economic background such as poverty groups. Thus, we include in the concept of "community" the various definitions of it and term the above-mentioned groups as publics of the University or in terms of communication as the targets of various messages. (See Appendix A, page 7, for complete listing of coded publics.)

The various publics have been categorized tentatively in the following way:

Internal Constituencies:

Students
Faculty
Administrators
Other staff

Major External Constituencies - defined by Dr. Van Dusen, as "those who make a vital difference to the University"[1]:

Alumni
All levels of Government
Business
Oakland Residents
Academia
Blacks

External Constituencies - with a potential to emerge as "major" publics:

Women
Ethnics
Research
Professionals (in general)
Educators
Medical Personnel
Social Service
Internationally-Oriented
Artists and Musicians
Laborers
Non-Urban
Parents
Police

It is to be noted that many of our publics' categories are overlapping. Hence, one article can be aimed at more than one public (target). In our analysis, we have emphasized the primary target, but where the specific article called for it, included more than one. In other words, this is not an exclusive category.

Agents of Communication

It is recognized that messages conveyed between the University and the community can travel a variety of channels by a variety of means. There are formal messages carried by University publications such as official newspapers, news releases, and booklets. (See Appendix H, page 34, for description of News and Publication responsibilities.) These channels of formal communication also include television and radio, speeches by University personnel, press conferences, and official meetings between

[1]Memo from R. C. Brictson to Research Advisory Council, July 22, 1970.

University staff and community representatives. Informal communication also plays its part by the casual "grapevine" means and other personal interaction modes.

The media which were analyzed in Phase II are the two major Pittsburgh dailies, the University of Pittsburgh student paper, the University paper, and the news releases from the Office of News and Publications.

The Pittsburgh Press/Post-Gazette are the only two daily newspapers serving the general public in Pittsburgh and suburbs with a circulation of about 4,147,342 weekly.

The Pitt News is a tri-weekly publication under the management of the Pitt Student Association. Its estimated circulation is 18,000 weekly (average).

The University Times is the official administration, personnel, and alumni paper governed by the University itself. It reaches about 30,000 readers weekly during winter, and 24,000 in summer.

All of these media can be viewed not only as agents of communication, but also as filters through which messages pass through often changed from their original form by the various reporters and editors who write or rewrite the message.

COLLECTING THE DATA

All articles in the two local daily newspapers dealing with the University of Pittsburgh during the period September-December, 1970 were acquired through the clipping services of the Office of News and Publications and of our own office. The articles were numbered consecutively according to dates and cataloged according to months. They were then content analyzed according to the described categories.

In January, 1971 a random sample of Pitt News was drawn from all the issues (about 40) during the September-December, 1970 period. The date

of each issue was written on a slip of paper, and the drawing yielded the following issues as our sample: September 16 and 30, October 9, 16, 23, 26, and 29, November 4 (2 issues) and 9, and December 7.

In February, 1971 a random sample was drawn of the nine University Times issues published between September-December, 1970. The following were drawn: October 1 and 15, December 10 and 22. The issue dealing with University expansion (November 16) was selected purposely because of its relevance to the University-Urban Interface Project.

The results of the content analysis are given in Table I.

The interpretation of the analysis of the data presented in this table and from other sources is presented in the following sections, first in terms of Information Content categories, next Images, third Publics, and finally, Agents of Communication.

TABLE I CONTENT ANALYSES DISTRIBUTIONS

(By frequency and per cent in each category)

	Press/Post Gazette		Pitt News		University Times	
	N	%	N	%	N	%
Cosmopolitan	67	33.85	41	33.88	17	22.67
Local	131	66.15	80	66.12	58	77.33
Internal	41	20.71	60	49.59	47	62.67
External	157	79.29	61	50.41	28	37.33
Clark & Trow						
Vocational	32	16.16	13	10.74	8	10.67
Collegiate	36	18.18	58	47.93	10	13.33
Academic	52	26.26	21	17.36	28	37.33
Non-Conformist	12	6.06	23	19.01	1	1.33
None of above	66	33.33	6	4.96	28	37.33
Images						
Technological	4	2.02	0	0.00	8	10.67
Physical Science	5	2.53	1	0.83	9	12.00
Social Welfare	34	17.17	30	24.79	4	5.33
Cultural Center	39	19.70	28	23.14	10	13.33
Service to Business	5	2.53	0	0.00	1	1.33
Social Science	13	6.57	2	1.65	9	12.00
Complex Organization	19	9.60	9	7.43	32	42.67
Student Activism	0	0.00	0	0.00	0	0.00
Actors						
University Organization	24	12.12	63	52.07	19	25.33
Faculty	45	22.73	10	8.26	19	25.33
Students	26	13.13	12	9.92	3	4.00
Administration	28	14.14	17	14.05	26	34.67
Local Citizens/Organization	29	14.65	3	2.48	2	2.67
Other	46	23.23	16	13.22	6	8.00
Activity						
Cultural Events	22	11.12	14	11.57	6	8.00
Sports (excludes sports pages)	2	1.01	0	0.00	0	0.00
Finance	16	8.08	6	4.96	9	12.00
Faculty Appointment	13	6.57	1	0.83	5	6.66

Activities Cont.	Press/Post Gazette N	Press/Post Gazette %	Pitt News N	Pitt News %	University Times N	University Times %
Professional	10	5.05	1	0.83	3	4.00
Research Grants	1	0.51	0	0.00	4	5.33
Action Grants	3	1.52	0	0.00	0	0.00
Innovation	19	9.60	35	28.93	14	18.67
Publications	1	0.51	0	0.00	1	1.33
Conferences (local, national and international)	42	21.21	27	22.31	5	6.67
Cooperation: University/Community	9	4.55	2	1.65	2	2.67
Conflict: University/Community	18	9.09	8	6.61	3	4.00
Conflict Resolution	6	3.03	3	2.48	0	0.00
Defense of Policy	6	3.03	5	4.13	3	4.00
Conflict within University	0	0.00	12	9.92	4	5.33
No Action; Description	13	6.57	1	0.83	5	6.67
Other Activity	17	8.59	6	4.96	11	14.66
Primary Targets (Publics)						
General Public	148	74.75	0	0.00	0	0.00
Students	98	49.49	121	100.00	45	60.00
University Administration	5	2.53	38	31.40	43	57.33
Professionals (in general)	30	15.15	0	0.00	5	6.67
Academia (in general)	42	21.21	0	0.00	55	73.33
Educators	38	19.19	0	0.00	8	10.67
Researchers	14	7.07	0	0.00	14	22.67
Medical Personnel	16	8.08	0	0.00	5	6.67
Business	13	6.57	0	0.00	1	1.33
Government Total	38	19.21	0	0.00	0	0.00
Federal Government	7	3.54	0	0.00	0	0.00
State Government	11	5.56	0	0.00	0	0.00
City Government	7	3.54	0	0.00	0	0.00
County Government	0	0.00	0	0.00	0	0.00
Government (in general/not defined)	13	6.57	0	0.00	0	0.00
Social Service	25	12.66	0	0.00	0	0.00
Oakland Residents	16	8.08	0	0.00	2	2.67
Blacks	21	10.61	5	4.13	3	4.00
Ethnics	9	4.55	0	0.00	0	0.00
Internationally Oriented	7	3.54	0	0.00	0	0.00
Women	23	11.62	0	0.00	0	0.00
Artists and Musicians	23	11.62	5	4.13	6	8.00
Laborers	4	2.02	0	0.00	6	0.00

Primarary Targets Cont.	Press/Post-Gazette N	Press/Post-Gazette %	Pitt News N	Pitt News %	University Times N	University Times %
Non-Urban	3	1.52	0	0.00	0	0.00
Parents	9	4.55	0	0.00	2	2.67
Police	8	4.04	1	0.83	0	0.00

ANALYSIS AND INTERPRETATION OF DATA

This section presents the analysis and some preliminary interpretations of the data. Much of what we have learned during this phase is being used to formulate more precise research questions for the next phase. Much of the data has only been analyzed by marginals, cross tabulation, and simple correlation. The present data will be further analyzed as specifically warranted.

INFORMATION CONTENT OF MESSAGES

Internal-External

The following figures give the statistical distribution of items published during the period September-December, 1970 in the three news agents above-mentioned in relation to the Internal-External dimension of the content of articles.

(Figures from Table I)

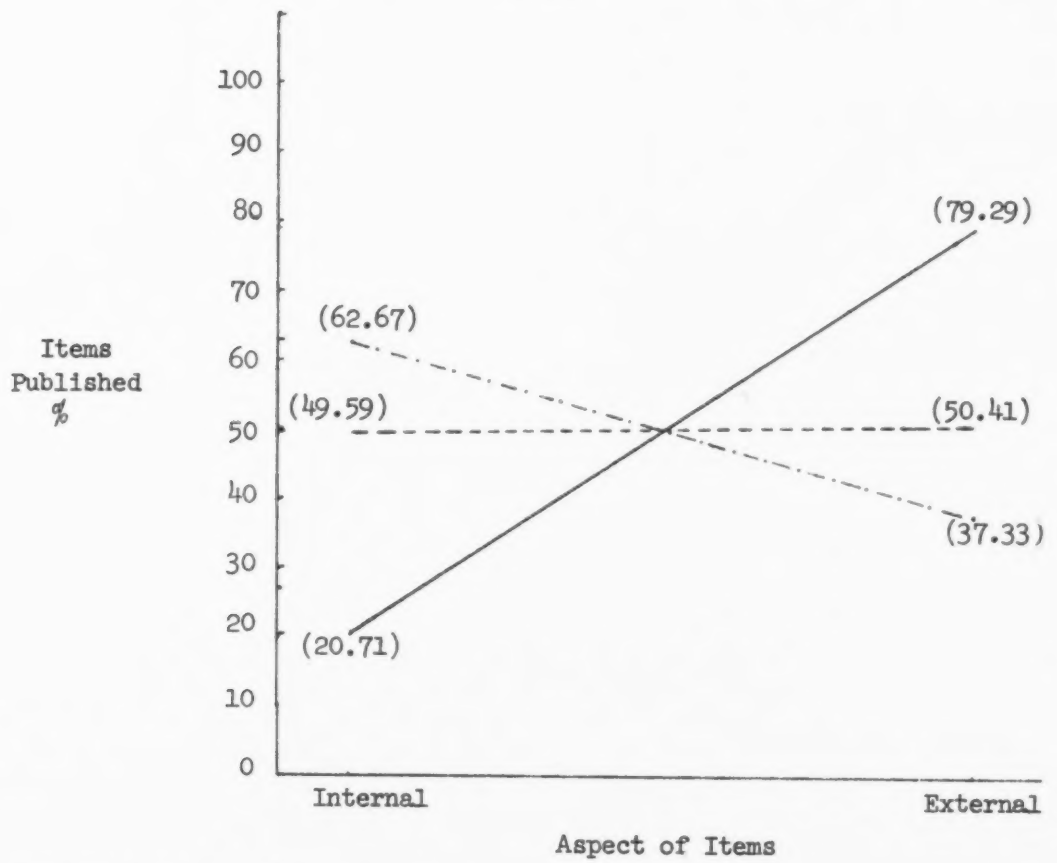
	Pgh. Press/ Post-Gazette		Pitt News		University Times		Pitt News & University Times
	N	%	N	%	N	%	%
Internal	41	20.71	60	49.59	47	62.67	56.13
External	157	79.29	61	50.41	28	37.33	43.87

One way of interpreting the above figures is to split them along the same Internal-External dimension; in this instance, meaning University affiliation or non-affiliation of media. The Press/Post-Gazette, which would comprise the "non-affiliation" category, have ~~78.32%~~ 79.29% of their news items concerning Pitt in the External category published in the period and ~~21.67%~~ 20.71% categorized as Internally concerned, as opposed to 43.87% External and 56.13% Internal news items published in the "affiliated"

Pitt News and University Times. So we can see that there is some correlation between the affiliation of the news agent and the inclination of the item published to either External or Internal aspect.

Another way of looking at the figures is to treat them as three separately comparable entities. We would immediately see a continuum of stress on External-Internal news items rising or diminishing as we go from the Pittsburgh local papers through the students' Pitt News and to the University Times. The local press seems to emphasize publications termed to be External; the University Times items considered Internal; and the students' Pitt News falling midway.

Figure 2



It seems as if there are some factors contributing to these results. The larger portion of news published in the local press is sent by the University's Office of News and Publications, which would tend to send: (1) news that has a certain probability of being published; (2) news that is thought to be of interest to the general public; and (3) news that is intended to be brought to the wider and general public's attention. (See page 64 of this report for comparison of news releases with press articles.)

In other words, the three above conditions include news that implies some sort of interaction between the University and some external agent, yet reflecting on the image of the University.

And by the same token, we can explain the other two statistical distributions; the University Times supposedly reaching a majority of readers described as faculty, present and former, puts more accent on the Internal affairs of Pitt as compared to the Pitt News, serving mainly the student body. Though both could be considered University-affiliated, it seems from the above figures that the students are less concerned and involved than the faculty with Pitt's Internal affairs, yet more so than the general public -- readers of the local press.

On the whole, we can say that the overall picture is that each of the different news agents seem to carry out its own function -- that of reaching a majority of interested readers with their topic of interest, and thus all of them contributing to give Pitt the required coverage it aims at.

ACTORS

The largest single group coded as major actors in the public newspaper articles is "faculty" (22.73%); they are mostly connected with reported research findings and innovations as well as instigators of projects dealing with the community. Actions by faculty members are often reported favorably, they are praised as innovators or as being attuned to the community.

Local citizens or organizations appear as actors in the public press (14.65%). In comparison to the University publications (5.15%), this is a high figure. It should be pointed out that community groups started to organize and become vocal concerning the University's expansion after the period of our sample (September-December, 1970).

Reported actions by the administration (14.14%) often concern the expansion issue and financial matters -- both of which directly relate to the community.

"University Organization" and "Students" as actors are reported the least, but relatively speaking, constitute large percentages (12.12% vs. 13.13%). We find most student actions relating to the public, such as arranging shows, talks, discussions, etc., and outstanding performances by students bringing fame to Pitt.

The relatively high figure (23.23%) of "uncategorized" or "other" actors points to the fact that a large part of issues reported, such as cultural events, conferences, appointments are initiated or organized by "outsiders" or "others" i.e., not directly related to the University. This would seem to be an indication that Pitt is oriented to the community.

Being a student paper, Pitt News is clearly devoting its articles to students and University organizations which are primarily student-organized as actors. We see that more than half of its articles (52.07%) in our sample entail activities by student organizations. Most of these relate to the student government as well as to activities by welfare-oriented groups such as Student Help Center, Abortion Referral Committee, etc.

Relatively very little is devoted to faculty or members as instigators of actions (8.26%). They are treated more often in connection with actions by student organizations. The same is true for actions initiated by individual students (9.92%).

Administrative issues (14.05%) are mostly dealt with in as much as they pertain to students, i.e., student representation, student democracy, Student Affairs Office, etc. Thirteen per cent (13.0%) of the articles deal with "other" actors relating to conferences, cultural events, etc. Many of the former concern national student conferences and activities of interest to Pitt students.

During the fall, Pitt News seems to have related itself very little to the outside, local community. Only 2.5% of all articles dealt with actions taken by community groups in connection with the University expansion. The paper seems to be oriented mostly inwardly to specific student matters -- national and local.

As a publication primarily aimed at faculty and staff members, much of the University Times is devoted to reporting actions by these two groups; for example, research findings and financial matters.

Here, as opposed to the Pitt News, "University Organizations" to a large extent contain organizations made up of faculty and staff members

such as Citizen Information Center, Asian Studies Program, Chemistry Information Center, University Center for International Studies, etc. Their activities make up a quarter of all analyzed articles -- the same amount as actions initiated by faculty.

The low figure for actions by students (4.0%) and local citizens or organizations (2.67%) would indicate that the Times is mainly directed to faculty and staff. Many issues pertain to faculty and staff in general; and in this vein, some actions are taken by other than Pitt or the local population.

ACTIVITY

In the public press we find that the University is most often reported in connection with conferences--local, national, and international (21.21%). In the majority of the cases, articles are concerned with conferences on a local level dealing with community and business issues and on a national level concerning political issues.

Generally, these articles present the University as being outward-oriented; concerned about the Pittsburgh community as well as large scale political problems. The outward orientation is also shown by the relatively large percentage of articles reporting on cultural events (11.12%); the University "reaching out" by inviting the public. Reports on innovations of different kinds appear frequently (9.6%). These mostly entail research findings and have no direct bearing on the local public. However, this informs the public about Pitt's leading positions in certain areas which should be of positive interest to the community in which Pitt plays a major role as one of the larger institutions.

With the University expansion issue emerging and related problems with Model Cities, the two daily public papers report rather extensively on the situation of conflict between the University and the community (9.9%). In this context, we see that only one-third of the articles treating this conflict also report a solution (3.03%). Another third reports policy defense on the part of the University. 4.55% of the sampled articles deal with cooperation between the University and community. In other words, more press was devoted to University-community conflict and University defense, than in the area of cooperation.

Pitt's financial problems have been in the foreground for a long time and were also dealt with to a relatively large extent during the fall months of 1970 (8.08%). Naturally, this concerns the surrounding community directly in terms of tax money, admissions of state and local students, etc. Since the national elections took place during the time of our analysis, many articles on the financial issues deal with the two governors' views on money allocation for higher education and do not directly project a crisis situation.

It might seem odd that the public press reports on faculty appointments to a relatively large extent as compared to other activities (6.57%). It would seem to be more of an informal matter. However, most of the reported appointments are of "prestigious" kind, such as professors from overseas coming to Pitt, or Pitt faculty receiving high governmental posts or being appointed abroad.

We see that 6.5% of all articles only describe something about the University -- a building, a course, student life, etc. The remaining activities are mentioned on the average only in around one per cent of all articles: action and research grants and publications. It would seem that the general public is not very interested in the research grants and publications of the academic world.

The activities reported most frequently in the student paper have to do with innovations (28.93%). These do not refer to research findings as much as to changes in curriculum, new programs, projects and organizations, suggestions for student representation in the administration, course evaluations, etc. These issues directly concern the students and were, it seems, in the foreground during the fall months. Many of the ideas expressed were specific to Pitt, although they probably stem from general student concerns.

Conferences are reported in a little more than a fifth of all articles -- about the same amount as in the public press. In contrast to that, however, the student paper treats conferences mainly for students, both local and national. The topics range somewhat, but are often politically-oriented.

Eleven point fifty-seven per cent (11.57%) of all articles report on cultural events.

About 10% of all the articles mention some kind of conflict situation within the administration, specifically as it related to students' wishes to have larger influence in the decision-making process within the University.

Conflict between the University and the community is also mentioned, but only in somewhat over 6% of all articles, which is about 3% less than in the public press. The issue involved again was expansion and specifically the building of the dorms since this pertains to students.

Conflict resolution or defense of policy appear in only 6.61% of all articles, which is less than half of the amount devoted to conflict issues, but about the same as in the public press. One point sixty-five per cent (1.65%) deal with cooperation between the University and the community, which is less than in the two public papers.

Financial issues do not appear in the Pitt News to the same extent as in the local press. Although tax money is involved in this matter and hence of interest to the public, it also concerns admissions policy and tuition fees, and should therefore interest students. However, financial matters are only treated in about 5% of all our sampled articles. Perhaps such matters are not typical student interests.

Space-wise, articles in the University Times differ largely. Some dealing in the special topics can take up to about 5-6 pages (including pictures), whereas announcements of different kinds can consist only of a few lines. However, in our analysis, each is considered as one article, and hence, may be distorting in terms of weight or relative emphasis. Our inch measurement of articles will help clarify this situation. (See page 51.)

The aim of the University Times is to be a forum where new ideas can be expressed, specifically pertaining to staff and faculty. The largest percentage (18.67%) of articles is, therefore, devoted to innovations of different kinds. They concern research findings, new staff policies, proposals for changes in curriculum, etc.

"Other Activity" takes up 14.66% of all articles. It includes "Positions Available" which appears in every issue.

Finance is again an important issue and is dealt with in 12% of all articles. This is more than in any of the other publications. However, it includes notices on fellowships, loans, acquisition of supplies, etc. and is not always connected with Pitt's financial problems per se.

Eight per cent (8.0%) of the articles have to do with cultural events. These include mostly art shows and plays as well as a calendar of events in every issue. It does not report on events particularly pertaining to the students and the public.

"No Action Description" includes all articles on special issues such as tenure, higher education, the bringing up of children, etc. on which Pitt personnel are interviewed. These articles take up much space, but number only on the average one in each issue and 6.67% of all articles. They constitute "the body" of the paper in terms of emphasis.

Notices on faculty appointments appear in every issue (6.66%) as do briefs on research grants (5.33%). Both are naturally of interest to the faculty. The public press, which reports on faculty appointments as well (6.57%), mostly mentions "important" ones, such as governmental or overseas appointments.

Conferences concerning mainly purely academic issues are mentioned in 6.67% of the articles. This is considerably less than both the public press and the Pitt News. These two, however, deal with conferences of many kinds also concerning the community and students.

Articles on conflict within the University appear more often than on conflict with the community (5.33% vs. 4.0%). The internal conflict issues mostly have to do with finance and staff problems. Reports and interviews with critical staff members, forming groups to tackle their problems, appear in some issues and illustrate conflict situations.

COSMOPOLITAN-LOCAL

The following shows the distribution of articles projecting a local vs. cosmopolitan image.

(Figures from Table I)

	Press/Post-Gazette		Pitt News		University Times	
	N	%	N	%	N	%
Cosmopolitan	67	33.85	41	33.88	17	22.67
Local	131	66.15	80	66.12	58	77.33

There seems to be a near-perfect similarity between the local press and the student-oriented Pitt News. The surprising aspect is that the University Times, which is University-administered and faculty-oriented, should show a higher percentage in Localism than even the local press. This may be a sampling distortion, because a large number of the Times items included in this specific media are small articles or notes, which might have been combined into larger encompassing articles when published in the other media. However, because we do not know the difference in effect of many small articles compared to one large article we can offer no interpretation.

When we conduct the proposed interviews of various constituencies in Phase III we would hope to find out which image seems to make a deeper impression on the readers.

The overall impression we get from looking at the table is that during the period the sample was collected, September-December, 1970, more items giving a local image about Pitt were being published by the three news organs included in the study. The students' judgment of the images correspond very closely to our coded percentages. (See page 99 of this report.) We would conclude from the above that all three media project more of a

locally-oriented image of Pitt than a Cosmopolitan image.*

*See Appendix A, p. 15 --Cosmopolitan vs. Local.

COLLEGE STEREOTYPES (CLARK AND TROW)

The following table is the % distribution of items published between September-December, 1970 in the three media: (1) local press; (2) Pitt News; and (3) University Times.

(Figures from Table I)

	Press/Post-Gazette		Pitt News		University Times	
Stereotypes	N	%	N	%	N	%
Academic	52	26.26	21	17.36	28	37.33
Collegiate	36	18.18	58	47.93	10	13.33
Vocational	32	16.16	13	10.74	8	10.67
Non-Conformist	12	6.06	23	19.01	1	1.33
Other	66	33.33	6	4.96	28	37.33

Academic:

In this category we see a gradual decrease of percentage from 37.33% of all articles published in the University Times to 26.26% in the local press and down to 17.36% for the students' Pitt News. Referring to the definition given of this category we can see: (1) more interest in this topic given in the adult-oriented publications -- local press and faculty paper; and (2) understandably among this adult population, the faculty rates the higher percentage, seeing that these topics involve them more personally than any other group.

Collegiate:

There is an interesting correlation in this category between its definition and the percentage of student-oriented publication included in it: a high of 47.93% as compared to 13.33% in the University Times, and

18.18% in the local press. Surprisingly, this local press shows a slightly higher percentage (2.02%) than the percentage of the Vocational-type publications. This could mean that the local community has a distinct interest in the student body as a community and their activities, even though according to the category definition, these activities are more within the boundaries of accepted University-student relationship; or it may mean that these activities termed Academic have had more impact and involvement with the local community than would be predicted from the definition.

The low 13.33% of items of Collegiate, officially brought to the attention of faculty, may not mean that the faculty is de facto only minorly involved or interested. Rather the figures might suggest that the official stand of the administration is one of lesser involvement, suggesting a communication gap between administration and student body.

Vocational:

There is a distinct similarity between the three percentages, although the local press has the lead with 16%. In this category there are items related to the field of vocations. Since this subject is of interest to the University, being the main resource agent in achieving a vocation, to the students, being the chief recipients of these resources and the outer community, being the consumers or clients to those vocations; and since it is hard to conceive of any one group operating in their respective role without the two others doing the same, there would be a common interest binding them, which is shown in the figures.

Non-Conformist:

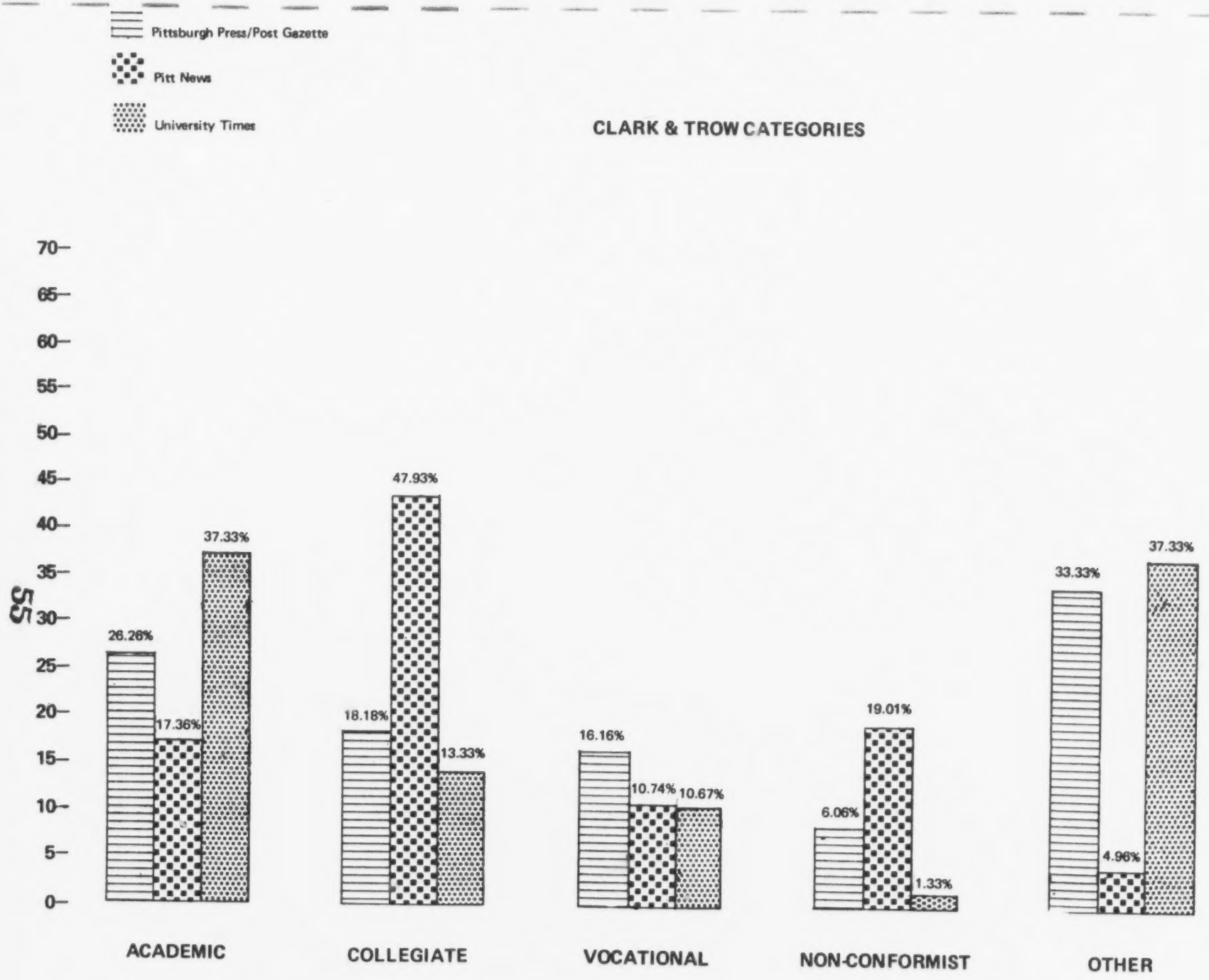
The Pitt News has the highest percentage of this category among the three different news media, yet it accounts for only 19.01% of its own

total publications. This means that relatively speaking, Non-Conformist activity news has a small share among other categories in the student-oriented publications. The local press has a 6% contribution to this category. It seems that this press is aware to some extent to the non-conformist trend of student activities in the past few years, and its relative importance to the general public, and so gives it some coverage.

The faculty-oriented University Times has a very low 1.33%. Since most Non-Conformist activities either criticize the establishment or are outright anti-establishment, the above figure would not be surprising. The University being the establishment does not seem to publish many establishment-criticizing items, which in other words are self-criticisms.

Other:

The table shows that the Pitt News, more than the other publications, contained articles that could be coded by the Clark and Trow categories. The categories were not completely satisfactory for the University Times or the public press. This might be accounted for by methodological problems related to the criteria for inclusion of certain news items into these categories. Or it may suggest that the non-student population has a different perception of the University as an institution. This aspect will be more thoroughly investigated in Phase III by reviewing the content of the sample articles and by asking new research questions.


Pittsburgh Press/Post Gazette
Pitt News
University Times
CLARK & TROW CATEGORIES
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
55
26.26%
17.36%
37.33%
18.18%
47.93%
13.33%
16.16%
10.74%
10.67%
6.06%
19.01%
1.33%
33.33%
4.96%
37.33%
ACADEMIC
COLLEGIATE
VOCATIONAL
NON-CONFORMIST
OTHER

ACTIVITY IMAGES

1. Cultural Center

It is evident from our data that the public press, more than the others, presents the University as a cultural center (19.70%). Considering the fact that the two daily local newspapers want to reach as broad a public as possible, the content of the articles must be of general interest and be relevant to as many groups as possible. Most articles giving the University an image as a cultural center deal with cultural events open to the public, i.e., demonstrating the University's interest in something which relates to the surrounding community and hence, indirectly its (the University's) involvement with the community.

The student paper is an important means in conveying information about cultural events on campus, such as reviews of films, art shows, and theatre at the University. Over 23% of its articles project a "cultural center" image.

The faculty-staff publication usually gives information about cultural events only in the form of a calendar and thus does not present the University as a cultural center to the same extent as the others (13.33%).

2. Social Welfare

In the public press and in the Pitt News, the University has a strong image of being engaged in social welfare (17.17%; 24.79%). Concerning the public media, the same considerations must be made as with "cultural center": social welfare includes community programs and action-oriented projects which are of interest to the wider public.

In the Pitt News, contemporary social issues which are of national concern to students, demonstrate a high interest in social welfare issues. Students show a high degree of involvement in questions such as abortion, pollution, drug problems, housing, day care, crime, etc. Articles deal with students' activism in solving the problems by organizing information and advice centers, co-ops, setting up day care centers, and a zero population center.

Only 5.33% of the faculty-staff paper wad coded as projecting a social welfare image.

3. Complex Organization

The University Times has a strong lead in this category (42.67%). It is directed to staff and faculty and thus deals with internal staff policies, hiring and firing, positions available, grants -- all pertaining to a large complex institution and of concern to all personnel. Similarly, much space was devoted to the University's expansion.

The public press to a lesser extent deals with the University as a complex institution (9.6%). Matters pertaining to personnel and staff policies are internal and therefore would not be of much interest to the public. The expansion issue, however, is of primary concern to the immediate community and in this connection, the University is presented as a complex organization. This issue was in the foreground during the fall when our sample of articles was drawn.

4. Social Science, Physical Science

The University Times shows no favoritism between the physical and social sciences in terms of image. Each was recorded as appearing in 12% of the articles.

The public press seems to present a more social science image than physical science (6.57% - 2.53%). "Social Science" includes issues connected with social welfare and community programs and therefore, more directly related to the public. The physical science articles are often more complex and require some degree of specific knowledge.

The Pitt News does not deal much with social-physical science matters (1.65% - 0.83%), seeming to leave such matters to the faculty.

The same applies to the "Technological" image as it is presented in the four publications.

INCH MEASUREMENTS OF PITT NEWS AND UNIVERSITY TIMES

It is uncertain whether a news item enforces an image by being repeated or by taking up a large amount of space. An attempt to somewhat clarify the importance of amount of space was to undertake an inch-of-space analysis of all articles in Pitt News and University Times.

The sample of Pitt News was measured according to five categories:

1. Pitt University Activity: articles dealing with student activities, courses, staff policies, the faculty, administrative issues, etc.;
2. Non-University Activity: articles on general social, political and philosophical topics;
3. Entertainment and Announcements (non-commercial): i.e., lectures, discussions, class schedules, parties, films, etc.;
4. Advertisements: commercial and classified ads;
5. Sports

The results of the inch analysis are shown in Table II.

TABLE II

PITT NEWS - MEASUREMENT MARGINALS

Issue	Total No. of Inches	Pitt Uni. Activity		Non-Pitt Uni. Activity		Entertainment		Advertisement		Sports	
		%	# Inches	%	# Inches	%	# Inches	%	# Inches	%	# Inches
Sept. 16	952	21.0%	200.0	9.7%	92.0	6.8%	64.5	45.3%	432.0	17.1%	163.5
Sept. 30	950	27.6%	263.0	0.0%	00.0	4.3%	41.0	55.1%	524.0	12.8%	122.0
Oct. 9	630	19.3%	121.5	19.7%	124.5	2.4%	15.0	34.0%	214.5	24.0%	154.5
Oct. 16	966	17.8%	173.5	11.2%	109.0	15.7%	152.5	36.0%	350.0	17.7%	181.0
Oct. 23	950	17.5%	166.5	18.1%	172.5	6.8%	65.0	37.5%	356.5	19.9%	189.5
Oct. 26	950	24.0%	228.0	8.7%	83.0	16.8%	160.5	29.0%	276.5	21.2%	202.0
Oct. 29	1270	20.8%	265.0	26.8%	342.0	5.2%	66.0	32.2%	399.5	15.5%	197.5
Nov. 4	960	23.2%	222.5	12.9%	124.0	12.3%	188.5	32.1%	308.0	19.4%	187.0
Nov. 9	610	22.9%	140.0	11.1%	68.0	19.4%	118.5	26.8%	164.0	19.5%	119.5
Dec. 7	1602	22.7%	363.5	11.5%	184.5	9.6%	153.0	44.5%	713.0	11.7%	188.0
TOTALS:	9840	21.8%	2143.5	13.2%	1299.5	9.7%	954.5	38.1%	3738.0	17.3%	1704.5

PITT NEWS - INCH OF SPACE ANALYSIS

Operating on relatively small University funds, Pitt News relies heavily on income from its advertisements. Consequently, as much as 38.1% of the space in our sample of 10 issues is made up of commercial ads. (According to its former editor, Pitt News Office is one of the offices within the University receiving most money from outside local sources for its operations.) They mostly depict local Oakland stores, movie theaters, restaurants, and bars -- all of which Pitt students make use of regularly and whose business is largely dependent on the student clientele. The percentages of space devoted to ads in our sample range from 55% to 26.8% and are concentrated in the middle. The issue with more than half of its space taken up by ads reported no non-University activities, relatively little entertainment (4.3%), and sports (12.8%). The latter, with 26.8% of ads, devotes much more to entertainment (19.4%), sports (19.5%), and non-Pitt activity (11.1%). The former was published at the beginning of the term (September 30) and it can, perhaps, be assumed that local businesses were especially interested to have their ads in the paper when the students had just arrived here.

21.8% is taken up by articles on University of Pittsburgh activities. These contain all Pitt student activities, articles on courses, administrative issues, lectures, visitors at the University, and faculty issues of interest to students.

Pitt News is directed to students at the University. For this reason, it is evident that the paper devotes most non-entertainment space to what goes on at the University or activities by the University, including

sports (17.3%). The paper is a forum for the students to discuss issues vital to them and is a source of information as well. In this context, Pitt is closest to the students in terms of interests.

Our content analysis of Pitt News shows that the majority of its articles project a collegiate image of the University. This is partly produced by the large amount of articles on Pitt student activities of collegiate nature. We see that the September 30 issue contains relatively many articles on University activities (27.6%). This can, perhaps again, be attributed to the fact that it was in the beginning of the term. Otherwise, this category of articles is distributed relatively evenly among the issues.

Sports take up 17.3% of the space in our sample -- only 4.5% less than other University activities. The importance of sports in colleges and universities is, of course, nothing new, and Pitt is not an exception in this regard. It should be noted that Pitt News also reports on general sports news and not only on those of the University.

The October 9 issue -- in the middle of the football season -- devotes as much as 24% of its total space to sports. This is relatively a very high figure, since this issue is about 30% shorter than the others. The lowest percentage of sports is 11.7% in the December 7 issue -- towards the end of the term -- when perhaps other issues were more vital and the sports season was coming to a close.

Articles on non-Pitt University activity make up 13.2% of the total sample space. They include general topics of all kinds -- both general student issues and others. The latter are of political and social nature and reflect the larger discussion scene of today. (See Appendix D)

This category ranges widely between the different issues. The September 30 issue contained none of these articles, but as many as 27.6% of Pitt-activity articles. It seems as if this particular issue was especially informative about Pitt as well as the local community in terms of ads. The paper of October 29, however, contained a full 26.8% of articles on general topics. This issue was about 30% longer than the others, and thus devoted especially to general topics.

As was mentioned earlier, the general topics reflect what is discussed widely today: the environment, education, the drug problem, the Vietnam war, demonstrations, poverty problems, domestic political issues, etc. These articles, which refer to specific issues, make up the majority of those dealing with "non-Pitt activity." Concerning education, the drug problem, and demonstrations, the articles pertain mostly to students and youth. The other issues, however, are relevant to a more general public.

The other part of "non-Pitt activity" subjects are of a more generic nature, expressing philosophical and political ideas, without referring to any specific issues. We here find rather esoteric discussions about Marxism, socialism, democracy, patriotism, freedom, etc.

The overall impression received by reading the articles in the "non-Pitt activity" category is that of Pitt News expressing quite liberal, and sometimes radical ideas. This is almost always the case with the editorial board and the staff columnists. Some examples are: Support of the workers at GM and of the lettuce boycott; praising the new Oakland Co-op and seeing it as a hopeful way to fight "a... exploititative capitalist system"; an article about liberation movements ending with the condemnation of "a system that compels 'free men' to participate in a conflict that they cannot

morrally justify" and viewing this as "the height of totalitarianism"; and some articles defending Angela Davis.

Letters to the editor from students, however, sometimes are strongly reacting and project more conservative views. For instance, the YAF is often defended and hopes expressed that it will "offer another point of view to American youth and in the process, restore balance and sanity to higher education"; many letters react against positive articles about socialism and Marxism, and defend capitalism and democracy in the U.S.

It is not possible for us to generalize this impression about Pitt News. However, it points to an essential area of further stydy. The image of political orientation of students, projected in Pitt News most probably becomes intertwined with the image of the whole University and influences peoples' perceptions of it.

9.7% of the total sample space consists of notices on entertainment. In this category, we have included all non-commercial announcements about entertainment activities--mostly at the University. They comprise notices about films, theatre, art shows, lectures, discussions, parties, class schedules, etc. It should be noted that they are mostly only announcements, and hence take up relatively little space.

Considering the fact that the students are interested in activities of collegiate kind (47.93% of articles project a collegiate image), the entertainment figure might seem low. However, many articles dealing with students' social life activities and entertainment are included in "Pitt University activity" and in "Advertisements."

The amount of space devoted to "entertainment" varies from 2.4% to 19.4% between the issues, and there seems to be no specific pattern to this variation.

The articles of University Times were divided into the following general categories:

1. University of Pittsburgh Activity: articles dealing directly with the University;
2. Related to University of Pittsburgh: articles on general topics discussed by Pitt personnel and where Pitt is used as an example;
3. Non-University Activity: articles in which Pitt personnel discuss general topics.

The University Times often devotes a large amount of space to certain topics. In our content analysis, every article was counted as one, regardless of length.

Our inch-of-space analysis will, therefore, be important in showing relative emphasis on certain topics in terms of space and their effect on image formation.

The results of the inch analysis is shown in Table III.

Table III

UNIVERSITY TIMES - MEASUREMENT MARGINALS

Issue	Total No. of Inches	Pitt University Activity		General University Activity		Non-University Activity	
		%	# Inches	%	# Inches	%	# Inches
Oct. 1	888	43.0	378	40.0	357	17.0	153
Oct. 15	460	62.0	283	20.0	91	18.0	86
Nov. 16	911	31.0	281	69.0	630		
Dec. 10	883	68.0	600			32.0	283
Dec. 22	961	79.0	760	21.0	201		
TOTALS:	4103	56.0	2302	31.0	1279	13.0	522

UNIVERSITY TIMES - INCH OF SPACE ANALYSIS

Upon examining the contents of the University Times, one is not surprised to find that 56% of the articles are devoted to local University issues related to the specific concerns of the Pitt faculty and staff. However, the paper also contains many articles (31%) which discuss the general problems of a university as an educational institution involved with current issues such as tenure, expansion, and discrimination against blacks and women. Articles dealing with general topics such as commentaries by faculty members in Psychoanalytic or Medical theory are not too frequently represented in the paper (13%). Consequently, the University Times is primarily a paper directed toward informing the faculty and staff of University of Pittsburgh business, although it does often concern itself with broader issues and general University problems.

PRIMARY TARGETS (PUBLICS)

In this category each article was coded in a non-exclusive manner so that it could have been categorized as reaching more than one target. Consequently, one article could be included in several different target categories, this procedure accounting for the high percentage in the results.

The two public newspapers are the only daily papers appearing in the local area. It is evident that they attempt to reach as large an amount of readers as possible. As our analysis shows, as many as 75% of the articles are directed to the general public. In other words, they are written in such a way that their content can be of interest to and read by a wide number of different kinds of groups.

Pitt News and University Times are primarily directed to special interest groups and are special spokesmen for these groups. The content of the articles is, therefore, aimed to be of interest to these special "target groups."

The University Administration as a "target" is a special interest group. Topics on internal administrative matters are directed to and are of special interest to the administration.

It is therefore clear that the two University papers direct themselves to the administration to a larger extent than the public press does. 57.33% of the University Times articles in our sample were shown to be primarily directed to the University administration. It is the outspoken aim of the University Times to reach the staff of the University. Pitt News, being the student paper, contains 31.40% of articles dealing with University administrative issues. These are almost entirely connected to students and

student issues. Only 2.53% of the articles studied in the public press were seen to be of interest to the University administration. One can assume that their content is too much inwardly oriented to appear more often in the public papers.

In 49.49% of the articles studied in the content analysis, students were the primary targets of message published in the local newspapers, as compared to 100% of articles in the Pitt News and 60% in the University Times. The 100% for the Pitt News articles is not surprising since this paper is a student publication, read mostly by students and supposedly relates to student interests. The relatively high 60% of articles aimed at students and published in the University Times is somewhat perplexing, in light of the fact that this paper is a University publication aimed chiefly at faculty and staff. It might be possible to assume that the faculty hopefully uses this special news media to get some of its messages to the students. Looking at the Student Survey II we discover that 53.7% of the students felt that the University Times was very accessible. However, when the students were asked how often they read certain publications only 33.9% of the subjects read the University Times often while 51.8% read it only sometimes. Evidently the University Times is not appealing to the student interests as much as it might desire. In the local press, 49.49% of articles were aimed at students. The newspapers were ranked as third out of six in regard to finding out information "about the University." From this data it would seem as if the students were not using the newspapers quite as much as the public press was anticipating.

In matters of Academia - In General as primary targets, 21.21% in the local press articles compared to 0.00% in the student paper and opposed to

73.33% of articles published in the University Times. The interesting feature here is the total absence in the students' paper of any articles primarily pointed to Academia. Might it be that students presume that Academia's probability of reading their paper is so low that it is not worth using it as a tool to project their message? Or is it that they do not have anything in common with the elements of academia, worth any flow of communication?

The only media which aimed its messages about the University at Government is the public press with 19.21%. The two other publications had 0.00%. This will have to be studied more thoroughly in Phase III because an original purpose of the University Times was to inform legislators. However, it was decided to send a publication with specifically relevant information to them. Taking into consideration the interest of a University population, it may not be possible to serve them and a Government official with the same media.

The same explanation could also be given to the results for Social Service. 12.66% in the public press and 0.00% in the other University-affiliated papers, though some doubt should arise about the absence from the University Times of such articles aimed primarily at Social Service.

Speculations could be made as to coder's and analyzer's reliability and accuracy. The main outstanding aspect of the Oakland Residents percentage is the 0.00% of articles in the Pitt News, but then it could be assumed that students are not considered in this category seeing they have their own category as main target. Yet, it should be noted that a certain number of Oakland Residents do read the Pitt News, getting it from their student-tenants or children, and therefore, there would be a place in utilizing this paper in getting messages to them.

One feature that seems significant to us and is common to the Government, Social Services, and Oakland Residents, is their relatively low representation as main targets of message in those news media that did aim at them. This low representation is shown by comparing the percentages shown in Table I.

In connection with the debate on minority groups in society, the public press had 10.61% of articles directed to Blacks and 11.62% to Women. The University papers contain only around 4% of articles of interest to Blacks and [illegible]% to Women, during the time we are concerned about.

Articles on cultural events appear relatively frequently in all the studied papers. In line with this, 11.62% of public press articles are of interest to Artists and Musicians, as are 4.31% in Pitt News and 8% in University Times.

The overall impression from the data is that: The local press has the majority of its articles concerning the University aimed at the general public -- 74.75%. The Pitt News aims at students as primary targets 100%, and the faculty-oriented University Times has Academia - In General as its major primary target -- 73.33%.

AGENTS OF COMMUNICATION

As expressed in our model of the process of communication, various "agents" of communication both facilitate the dissemination of news and potentially alter the content and images of a message. Included in our model as agents of communication are the formal news offices of the University and non-University agents such as reporters and editors of public media.

One source of data to begin understanding the message filter aspect of these agents of communication is to analyze the news releases sent out by the Office of News and Publications. These news releases provide two kinds of information: (1) an analysis of all news releases sent out from the Office of News and Publications would indicate what kind of information the University is most anxious to disseminate, and what images are most prevalent in these releases; and (2) how are the information and the images altered (the filter process) as they pass through editorial offices?

On the average, the Department of News and Publications distributes 60 news releases a month dealing with the activities of Pitt. Over a four-month period, 186 articles related to the University appeared in the two Pittsburgh dailies, 29 of which directly corresponded to the Department of News and Publications news releases. This would indicate that about 17% of the news releases were used for the basis of articles in the public press while the remaining information was obtained through other sources (the Department of News and Publications often has personal conversations with the press about current events on campus). Out of 31 news releases which corresponded to the articles in the publications, a comparison of

Table IV

CONTENT ANALYSIS DISTRIBUTIONS: COMPARISON BETWEEN NEWS RELEASES AND PUBLIC PRESS ARTICLES

	News Releases		Articles in Public Press	
	Total N = 31		Total N = 29	
Variable Name	N	%	N	%
Pittsburgh Press			13	44.83
Post Gazette			16	55.17
Other	31	100.00		
Cosmopolitan	20	64.52	18	62.07
Local	10	32.26	11	37.93
National	1	3.23		
Internal	6	19.35	8	27.59
External	25	80.65	21	72.41
Clark and Trow				
Vocational	3	9.68	2	6.90
Collegiate	3	9.68	7	24.14
Academic	11	35.48	11	37.93
Non-Conformist	5	16.13	2	6.90
Images				
Technological	1	3.23	0	0.00
Pure Physical Science	1	3.23	1	3.45
Social Welfare	10	32.26	5	17.24
Cultural Center	9	29.03	10	34.48
Service to Business	8	25.81	4	13.79
Pure Social Science	6	19.35	2	6.90
Complex Organization	0	0.00	1	3.45
Actors				
University Organization	18	58.06	9	31.03
Faculty	11	35.48	9	31.03
Students	0	0.00	0	0.00
Administrators	2	6.45	3	10.34
Local Citizens	0	0.00	8	27.59

Variable Name	News Releases		Articles in Public Press	
Activities	N	%	N	%
Cultural Events	8	25.81	8	27.59
Sports (excludes sports pages)	0	0.00	0	0.00
Finance	0	0.00	0	0.00
Faculty Appointments	3	9.68	4	13.79
Professional	0	0.00	1	3.45
Research Grants	2	6.45	1	3.45
Action Grants	1	3.23	2	6.90
Discovery or Innovation	1	3.23	2	6.90
Publications	0	0.00	0	0.00
Conferences (local, international, national)	9	29.03	10	34.48
University Cooperation with Community	1	3.23	0	0.00
Conflict between University and Community	0	0.00	0	0.00
Conflict Resolution	0	0.00	0	0.00
Explanation of Policy or Action	5	16.13	0	0.00
Conflict within University	0	0.00	0	0.00
No Action but Description	0	0.00	0	0.00
Other	1	3.23	1	3.45
Primary Targets (Publics)				
General Publics	20	64.52	21	72.41
Students	15	48.39	11	37.93
University Administration	0	0.00	0	0.00
Professionals	11	35.48	4	13.79
Academia	21	67.74	6	20.69
Educators	8	25.81	4	13.79
Researchers	10	32.26	2	6.90
Medical Personnel	3	9.68	2	6.90
Businessmen	7	22.58	4	13.79
Government Total	9	29.03	1	3.45
Federal	0	0.00	0	0.00
State	0	0.00	0	0.00
City	0	0.00	0	0.00
County	0	0.00	0	0.00
Present but not defined	9	29.03	1	3.45
Social Service	4	12.91	1	3.45
Oakland Residents	0	0.00	2	6.90
Blacks	5	16.13	5	17.24
Ethnics	0	0.00	0	0.00
Internationally Oriented	1	3.23	3	10.34
Women	0	0.00	0	0.00
Artists and Musicians	8	25.81	8	27.59
Laborers	0	0.00	1	3.45
Non-Urban	0	0.00	0	0.00
Parents	1	3.23	0	0.00
Police	1	3.23	0	0.00

content was performed according to the categories previously created in order to analyze the news releases. The results are shown in Table 4 Comparing the 31 news releases and their corresponding 29 public press articles, we hoped to obtain information as to the alteration of emphasis in each content category. In order to examine the way in which the public press filtered and modified the information provided by the news releases, we noted the change in percentage of emphasis within each category. Consequently, the conclusions drawn from the 31 matched articles enabled us to determine to what degree the news media edited and utilized the information provided by the news releases.

Upon examining the data, we discover that news releases provided somewhat of a greater cosmopolitan image than the corresponding articles in the press. In accordance with this finding, we note that local news is given greater emphasis in the public press articles than in the news releases. The press tends to emphasize internal rather than external information while the news releases demonstrated the opposite trend. News releases concerning Oakland residents are given almost identical representation in the public press. These results would seem to indicate that the press is more concerned with appealing to the local public, while the University is more intent on appearing secularized. Turning to the "University Stereotypes" we notice that there is less collegiate information in the news releases than in the corresponding press articles (10% vs. 24%). Within the same category, the item of non-conformist is given more space in the news releases than in the matching press articles. These reversals might imply that the public press is concerned with projecting an image of Pitt as a more collegiate, traditional institution rather than non-conformist, radical one. Looking under the heading of Images, we observe that the

public press articles contain a larger percentage of information concerning Pitt as a cultural center than the news releases. Under the item "Service to Business," where we might expect to find more information in the public press than in the news releases, the opposite trend is evidenced. This curious result might have been an effect of our small matched sample.

Finally, we notice that several items such as women, police, University administration, technological, social science, and physical science images are almost totally absent ( ) in the sample of matching news releases and press articles. These results would again most probably be due to our small matched sample. On the whole, the public press did not make any major alterations (more than 50% change) from the corresponding news releases, but with more data and more in depth analysis more subtle shifts may be discovered.

SUMMARY

In the introduction to the research problems of the communications project, several questions were posed:

1. What kind of information is sent out from the University?

Content analysis of the student paper and the University paper show that the kind of messages most favored for communications deal with innovations and with conferences. Both of these topics relate to the traditional roles of the University -- teaching and research. Items dealing with community relations were scarce although there was a relatively high frequency of items about conflict with the community. This may reflect the problems of transition related to taking on expanded roles. An analysis of all news releases to the public media should yield additional answers to this question in Phase III. There are also plans to content analyze other University publications.

2. What kind of information is the media most interested in publishing?

Although the general answer to this question is the same for any kind of news, that is it should be of interest to a wide range of the media audience -- "be newsworthy," we were interested more specifically in what reporters and editors find newsworthy about the University.

Our comparison of news releases matched to their related articles in the public press shows that the public press tends to stress the "internal to the University" aspect of a message it receives through a news release. This suggests that the University may be trying to

express its interest in external affairs, but the non-University agents of communication emphasize the "University of Pittsburgh" aspect of the story. The press increased the conference aspect of news release items and also increased the University organization as major actor aspect of news releases.

3. To whom does the University most often aim its messages?

The two University publications analyzed appear to contain articles that would be of interest to their respective target audiences, namely, students and University personnel. The public media seemed to publish more items of interest to students (students as major target 50% of the time) even though the students ranked the public press as third as a source of information about the University. Academia and educators were each targets of a message in 20% of the news items. Again we see the traditional aspects of messages. The role of government in University affairs is evidenced by the inclusion of this public in 20% of the news items. The social service groups as targets of messages (12.66%) plus news items specifically aim at special interest groups such as blacks (10.60%), Oakland (8.08%), and ethnics (4.55%), indicate a growing interest of the University in community relations.

4. What images do the University news items seem to project?

Both University and non-University press projected more of a Local than a Cosmopolitan image of the University. Of the College Stereotypes as derived by Clark and Trow, the academic stereotyped was the most prominent in the public press and the University Times,

but the student paper emphasized the Collegiate aspect. The public press portrays the University as a "cultural center," whereas the student paper projected a social welfare concern. The University Times projected predominantly an image of a complex organization meeting its many functional needs.

5. How do public media alter the image?

Only very preliminary analysis of the matching of news releases to its specific public press counterpart has been performed. The Cosmopolitan image of the news releases disappears slightly in its public form. The public press appears to greatly increase the Collegiate image of news items; on the other hand, the press underplays the "non-conformist" stereotype of news releases. (See page 65 of this report.)

Again the emphasis on the University as a "cultural center" is evident in the public press as they increase the frequency of this image from 29% in the news releases to 35% in the press. Social welfare, technology, and social science fare poorly on the editor's desk. Even the "service to business" aspects of news releases are underplayed when they appear as published articles.

Our content analysis has yielded some good clues to some of the questions about the communications of the University. A much more solid basis for the research of Phase III has now been laid.

Another source of data that can provide other answers is the report of a special committee of University Public Relations, being conducted by Edgar M. Gemmell. Mr. Gemmell has been commissioned by the Vice Chancellor

for Program Development and Public Affairs to study and evaluate the effect of the various University publications on the University's public relations efforts.

The next section discusses the results of various surveys already conducted to yield answers to the other questions posed -- those concerning how various target groups or publics receive and assess this information. The surveys also tap these publics' view of the roles and images of the University and credibility of messages they receive from the University. This information will be helpful in assessing the reception any given message is likely to enjoy. As the University expands its role to meet community needs, it is important to know where there are discrepancies between the University's definition and various publics' definitions of the University's role.

SURVEY QUESTIONNAIRES

1. The Alumni Times Questionnaire
2. Student Surveys I and II
3. Political Science Department Questionnaire
4. College of Arts & Sciences Questionnaire

SURVEY QUESTIONNAIRES

Information about the University reaches different publics through different types of media, and it is assumed that public images will vary to some extent according to the way the media, to which any given public has access, present views of the University. The interviews to be carried out in the next phase of the research with members of various community groups will provide the investigators with more systematic information to test this hypothesis. In the next section of this report we will be presenting some of the survey results analyzed to date. Findings from these surveys will demonstrate some of the "definitions of situation" that differing publics have for the University in terms of its optimal organization, priorities, and goals. These, in turn, can be compared on a tentative basis to content analysis results of the several media included in this study. Such a comparison would show whether there is any congruence between the kind of images which are being transmitted and the images which are held by the several publics.

THE ALUMNI TIMES QUESTIONNAIRE

The results to be presented in this section stem from responses to a questionnaire circulated to a "boundary" constituency -- alumni of the University, most of whom are no longer officially connected to the University but are members of the general community assumed to be particularly interested in University affairs. The findings to be discussed are based on responses to a questionnaire printed in the Alumni Times, a bulletin which is circulated to all alumni. The response rate was disappointing: only 452 of potentially thousands of alumni bothered to take the time to cut out the questionnaire, fill it in, and return it at their own expense. The respondents, therefore, constitute no kind of sample, although they may be important out of proportion to their numbers, because they seem to be the more vitally interested (in view of the effort involved), and therefore, potentially influential of all possible alumni. Also between group data, on such variables as age, sex, region, degree, and college major are worthy of note if they are fairly large, since they give at least some indication of the bases from which support or resistance to certain University orientations may be expected, although the underlying reasons for either may be only superficially apparent. Also the results are interesting because in the course of analysis we learn more about what further questions must be asked if an understanding of the opinions and attitudes of various groups in relation to the problems being researched is to be attained.

The main body of attitudinal data is derived from 24 agree-disagree items. The results will be reported under five different sections. The first has to do with the perceived prestige of the University as well as its efficacy in communicating with the public; in other words, with its general "image." It is assumed that the status of the University in these terms will have some relationship to the willingness of interested groups

to assign obligations and prerogatives to its jurisdiction. The other four sections are organized around dimensions of the "definition of the situation" for the University as discussed above: (1) Perceived Appropriate Priorities for the University of Pittsburgh; (2) Orientations toward Legitimate Participation in Decision-Making in University Affairs; (3) Perceived Obligations of the University to Special Groups; and (4) Perceived Responsibilities of the University to the Larger Community.

As has been mentioned, there were 452 respondents. For each section, a resume of the responses to each question will be given, followed by a reportage of any differences of 10% or more between groups, divided by the following characteristics, which will now be described in terms of numbers and per cent of the total.

Age: (Dichotomized)	40 and under	--	235 (51.9%)	
	Over 40	--	208 (46.0%)	(9 No Response)
Sex:	Male	--	311 (68.8%)	
	Female	--	136 (30.1%)	(5 No Response)
Region: (Dichotomized)	Pennsylvania	--	310 (68.8%)	
	Other regions	--	138 (30.5%)	(4 No Response)
Degree:	BA or BS	--	191 (42.3%)	
	MA or MS	--	153 (33.8%)	
	PhD, MD, etc.	--	94 (20.8%)	(14 No Response)
Major: (while in University)	Social Sciences	--	97 (21.5%)	
	Medical Science	--	34 (7.5%)	
	Education	--	58 (12.8%)	
	Humanities	--	49 (10.8%)	
	Business	--	48 (10.6%)	
	Engineering	--	74 (16.4%)	
	Science	--	65 (14.4%)	
	(Public Health, only 5 responses)			(22 No Response)

After tabular presentation of the results in each section, a brief summary will be given. These will be integrated for a summary of all the findings at the end of the report.

Perceived Prestige of the University and Efficacy as Communicator

Items on Questionnaire:	% Total Response Agree	Disagree
Pitt graduates have considerable status and prestige	54.2	40.5
Pitt is the best school in Western Pennsylania	49.6	43.4
Its faculty is outstanding	33.0	54.6
Pitt's physical plant is adequate	54.4	30.3
It keeps the alumni well-informed with regard to its activities and programs	79.9	16.6
It keeps the public well-informed with regard to its activities and programs	49.8	37.4
The University pays more attention to national/ international views than state/local views in developing its policies	23.0	64.8

Between group differences of 10% or more on the above items by per cent agree only:

Age:	40 + under	Over 40
Pitt graduates have considerable status and prestige	47.7	62.0

(there were slight trends on the other items for "over 40's" to view Pitt in a more positive light.)

Sex: No differences of at least 10% on any of these items.

Region:	Penna.	Other
Pitt graduates have considerable status and prestige	50.5	64.5
Pitt is the best school in Western Pennsylvania	43.4	62.8
Its faculty is outstanding	28.0	44.5

Degree:	BA/BS	MA/MS	PhD etc.
Its faculty is outstanding	31.3	39.5	25.5
Pitt's physical plant is adequate	59.4	47.4	57.4
It keeps the public well-informed with regard to its activities and programs	57.3	48.0	35.1
The University pays more attention to national/ international views than state/local views in developing its policies	28.1	19.1	35.1

Major:	SocSci	MedSci	Educa	Human	Busi	Eng	Sci
Graduates status + prestige	65.6	64.7	62.1	49.0	58.2	40.0	38.5
Best school in West. Penna.	63.5	64.7	46.6	49.0	54.2	40.0	38.5
Faculty outstanding	43.8	47.1	34.5	36.7	33.3	24.0	20.0
Physical plant adequate	39.6	44.1	56.9	57.1	52.1	70.7	66.2
Keeps public well-informed	47.9	61.8	51.7	53.1	56.3	50.7	61.8
More attention to N/I than S/L views for policies	17.7	47.1	22.4	30.6	33.3	25.3	27.7

To summarize briefly: On the whole, the image of the University is a fairly favorable one to the respondents as a group. The majority feel that its graduates have considerable prestige, that its physcial plant is adequate, that it keeps the alumni well-informed and that it does not neglect state and local views in developing policy. Furthermore, more respondents agree than disagree that it keeps the public well-informed and that Pitt is the best university in Western Pennsylvania. However, only a minority would term the faculty "outstanding." There are differences among degree holders on several items, but they form no discernable pattern. In general, it can be noted that those who majored in the social sciences, medical sciences, and education accord the University the most prestige on all items except one,

and those who majored in engineering and the natural sciences the least, while those from business and the humanities are somewhere in the middle, although this pattern is exactly reversed on the physical plant item. There is no such pattern for the communication items.

Perceived Appropriate Priorities for the University of Pittsburgh

Items on Questionnaire:	% Total Response Agree	Disagree
There should be more emphasis on undergraduate teaching	82.3	8.8
The graduate programs for training in professional and technical fields should receive more emphasis	43.1	42.8
There should be a greater emphasis on faculty research (and research training)	23.0	46.8
A strong intercollegiate athletic program is important for Pitt's public image	53.1	41.8

Between group differences of 10% or more on the above items by per cent agree only:

Age: No Difference of at least 10% on any of these items.

Sex:	Male	Female
A strong intercollegiate program is important . . .	58.7	41.7

Region: No differences of at least 10% on any of these items.

Degree:	BA/BS	MA/MS	PhD etc.
The graduate programs for training in professional and technical fields should receive more . . .	37.0	48.7	44.7

Major:	SocSci	MedSci	Educa	Human	Busin	Engin	Sci
Undergraduate teaching	81.3	85.3	77.6	77.6	83.3	90.7	78.5
Graduate programs	49.0	64.7	46.6	20.4	31.3	46.7	38.5
Faculty research	30.2	35.3	20.7	10.2	29.2	16.0	21.5
Intercollegiate athletics	46.9	61.8	55.2	46.9	70.8	62.7	47.7

To summarize briefly: Of the four possible priorities suggested for the University, an emphasis on undergraduate teaching receives by far the most support from the alumni respondents and more faculty research the least. Women are not as likely to endorse strong athletic programs as men are. Those with graduate degrees are more in favor of emphasizing graduate programs than those who hold undergraduate degrees. Regardless of major, a good majority endorse more emphasis on undergraduate teaching, but there is some variation in the degree of consensus which ranges from a low of 77.6% in education and the humanities to a high of 90.7% in engineering. Only among graduates from medical science does a majority, and it is a fairly strong majority, think graduate programs should receive more emphasis; those from medical science are also the most supportive of increased faculty research. Strong athletic programs fail to receive majority support only among graduates from social science, the humanities, and natural science.

Orientations toward Legitimate Participation in Decision-Making in University Affairs

Items on Questionnaire:	% Total Response	
	Agree	Disagree
There should be representation of faculty on the Board of Trustees	64.8	31.0
There should be representation of students on the Board of Trustees	38.9	56.4

Items on Questionnaire - Cont.	% Total Response Agree	Disagree
Students should have a larger voice in University affairs	31.6	60.8
Oakland community groups should be represented on the Board of Trustees	30.3	64.4
There should be women members on the Board of Trustees	77.7	14.2

Between group differences on 10% or more on the above items by per cent agree only:

Age:	40 + under	Over 40
Students on Board of Trustees	44.3	33.2
Students larger voice in University affairs	42.1	20.7

Sex:	Male	Female
Students on Board of Trustees	35.7	45.7
Women members on Board of Trustees	73.6	86.8

Region:	Penna.	Other
Faculty on Board of Trustees	60.8	76.3
Students on Board of Trustees	34.7	47.4
Students larger voice in University affairs	26.4	43.1

Degree:	BA/BS	MA/MS	PhD etc.
Students on Board of Trustees	37.5	44.1	34.0
Oakland groups on Board of Trustees	22.4	34.2	39.4

Major:	SocSci	MedSci	Educa	Human	Busin	Engin	Sci
Faculty on Board of Trustees	67.7	67.6	63.8	71.4	68.8	58.7	55.4
Students on Board of Trustees	44.8	41.2	41.4	46.9	47.9	17.3	30.8
Students larger voice in University affairs	38.5	52.9	44.8	34.7	52.1	57.3	56.9

Major:	SocSci	MedSci	Educa	Human	Busin	Engin	Sci
Oakland groups on Board	34.4	32.4	32.8	38.8	20.8	24.0	24.6
Women members on Board	76.0	79.4	87.9	87.8	75.0	70.7	76.7

A corollary of attitudes toward decision-making seems to be attitudes toward so-called radical groups. Two items are, therefore, presented in this section.

Item on Questionnaire:	% Total Response Agree	Disagree
Radical faculty are the primary cause of most student demonstrations	46.2	47.3
There is a need for stronger University discipline of student demonstrators	64.6	30.3

Age:	40 + under	Over 40
Radical faculty cause student demonstrations	38.7	53.4
Need for stronger discipline of student demonstrators	57.9	71.6

Sex:	Male	Female
Radical faculty cause student demonstrations	49.5	38.2

Region:	Penna.	Other
Radical faculty cause student demonstrations	51.1	36.8
Need stronger discipline of student demonstrators	68.2	57.7

Degree:	BA/BS	MA/MS	PhD etc.
Radical faculty cause student demonstrations	50.0	37.5	51.1

Major:	SocSci	MedSci	Educa	Human	Busin	Engin	Sci
Radical faculty cause student demonstrations	34.4	52.9	44.8	34.7	52.1	57.3	56.9
Need stronger discipline of student demonstrators	52.1	64.7	67.2	49.80	75.0	77.3	76.9

To summarize briefly: Overall, there is very strong support for having women represented on the Board of Trustees and a good majority are also in favor of faculty representation. Just under two-fifths, however, support student representation and less than a third would favor having Oakland community groups on the Board of Trustees. Only a minority feel that students should have a larger role in University affairs. Younger alumni are more in favor of student representation on the Board and a larger voice in University affairs generally. Women also are more likely than men to favor student representation as well as, not unexpectedly, having women members on the Board. Alumni from outside of Pennsylvania are more likely than in-state alumni to favor faculty representation and student representation on the Board, as well as to agree that students should have a larger voice in University affairs. The holder of the doctorate degree is least likely to favor student representation, yet most likely to feel Oakland groups should be included. Engineering and science majors are least likely to favor including faculty or students on the Board of Trustees and stand fairly low in comparison with other groups with reference to representation of women and Oakland groups, yet they are the most strongly in favor of a larger voice for students in University affairs. Across the four relevant questions, graduates from the humanities appear the most inclusive in their orientations toward representation on the Board yet they are the least likely to favor students having a larger voice in University affairs. These seeming contradictions probably stem from differing perceptions about the level at which student participation should operate.

With respect to attitudes about radicals, alumni seemed pretty well-split in their opinions about the role of radical faculty in causing demonstrations, but a clear majority thought there was a need for stronger University discipline of student demonstrators. Older alumni were much more likely

to agree on both these items than were younger. Men were more likely to agree than women that radical faculty caused student demonstrations. Those outside Pennsylvania were less likely to agree with either item. A smaller percentage of MA and MS degree holders agreed with the item on the faculty than either of the other two degree groups. Generally, it can be said that graduates from engineering and science were the most likely to agree with the items about radical faculty and disciplining student demonstrators.

Perceived Obligations of the University to Special Groups

Items on Questionnaire:	% Total Response Agree	Disagree
There should be a special admissions policy for applicants who do not meet normal admissions standards	29.4	67.3
There should be a special admissions policy for students from disadvantaged backgrounds (e.g., Blacks and the poor)	31.0	65.7
Extra effort should be made to hire more minority group faculty	34.5	60.2
There is a need to encourage special programs (e.g., curriculum and degree requirements) relevant to the needs of various groups	47.8	47.6

Between group differences of 10% or more on the above items by per cent agree only:

Age:	40 + under	Over 40
There should be a special admissions policy below standards groups	35.3	25.5

Sex:	Male	Female
Hire more minority faculty	30.1	45.2
Encourage special programs	45.2	55.8

Region:	Penna.	Other
There should be a special admissions policy below standards groups	29.3	42.3

Degree:	BA/BS	MA/MS	PhD etc.
Extra effort hire more minority faculty	29.7	40.1	36.2
Encourage special programs	44.3	56.6	43.6

Major:	SocSci	MedSci	Educa	Human	Busin	Engin	Sci
Special admissions policy below standards groups	36.5	23.5	25.9	24.5	39.6	24.0	20.0
Special admissions for Blacks and poor	42.7	35.3	24.1	32.7	31.3	21.3	20.0
More minority faculty	42.7	41.2	31.0	46.9	33.3	21.3	21.5
Encourage special programs	58.3	58.8	48.3	44.9	64.6	36.0	27.7

To summarize briefly: Only a minority of the alumni agree that there should be special admissions policies for low-achieving students or those from disadvantaged backgrounds. About half of those responding to this question do feel that there is a need to encourage special programs. Younger alumni and those from outside Pennsylvania are more in favor of special admissions for the disadvantaged. Women are more likely than men to favor hiring more minority faculty and encouraging special programs. The alumni who hold Masters degrees are more likely than other degree-holders to agree with these same items. Majors from engineering and science are most likely to disagree with all four items.

Perceived Responsibilities to Larger Community

Item on Questionnaire:	% of responses Agree	Disagree
The university should play a larger role in alleviating social ills in urban areas	39.8	55.1
The faculty should become more involved in local affairs, should be more active in the community	39.6	51.5
The students should become more involved in local affairs, be more active in the community	39.2	53.5
There is need for more courses reflecting concern with urban problems	55.8	37.8

Between group differences of 10% or more on the above items by per cent agree only:

Age:	40 + under	Over 40
University alleviate social ills	48.1	31.7

Sex:	Male	Female
Students more involved local affairs	35.9	47.4

Region:	Penna	Other
Faculty more involved local affairs	36.7	46.7
Students more involved local affairs	35.0	45.0

Degree	BA/BS	MA/MS	PhDetc
University alleviate social ills	33.3	48.7	40.4
Faculty more involved local affairs	33.9	45.4	43.6
Students more involved local affairs	34.4	46.7	38.3

Major:	SocSci	MedSci	Educa	Human	Busin	Engin	Science
University -- social ills	50.0	35.3	39.7	49.0	37.3	25.3	33.8
Faculty involved local affairs	52.1	41.2	39.7	44.9	37.5	32.0	23.1
Students involved local affairs	50.0	35.3	46.6	49.0	33.3	25.3	27.7
Courses on urban concerns	62.5	58.8	58.6	44.9	70.8	48.0	47.7

To summarize briefly: In general, there is much more support for the University expanding its curriculum to include more courses reflecting urban concerns than there is for the other three items in this section which imply much more direct action by University personnel in the local community. Those alumni who are in the younger age group are much more in favor of the University playing a larger role in alleviating social ills in urban areas. Females are more likely than males to agree that students should be more involved in community affairs. Those from outside Pennsylvania favor both more faculty and more student community involvement than those from this state. Alumni with graduate degrees agree with all three community involvement items more often than those with undergraduate degrees. Majors from engineering and the sciences are least likely to agree with any of the four items.

GENERAL SUMMARY

The alumni respondents express fairly positive attitudes toward the University in terms of prestige and communication effectiveness. With respect to prestige, it is interesting to note that only a minority would consider the faculty outstanding compared to those who felt that Pitt's graduates had considerable status and that Pitt was the best school in Western Pennsylvania. It may be that "prestige" is assigned on other bases or it may be that "outstanding" is simply regarded as a very strong term to be used only very sparingly. Far more of the alumni felt that alumni were well-informed than that the general public were well-informed by the University. This probably indicates appreciation of special publications accessible to alumni. Nevertheless, Pitt is not perceived as neglecting state and local views in favor of national and international ones in forming policy.

In spite of this evidence of satisfaction, however, the respondents generally appear to support a more traditional role for the University, although there is some evidence of approval for certain innovations, as will be noted. With respect to internal priorities, a large majority favors more emphasis on undergraduate teaching. Comparatively speaking, it appears that emphasis on graduate programs and particularly on faculty research are disvalued. But the results must be interpreted with care for the respondents were not asked to rank priorities for the University, and it may be that all three are considered equally important but that there is some feeling that undergraduate teaching has been relatively neglected. Such a view has received considerable publicity in connection with student protest.

In terms of extending participation in decision-making, only a minority -- but it is a substantial minority -- would like to see student representation on the Board of Trustees, and still fewer would include minority groups. A good majority, however, favor faculty representation and women members on the Board of Trustees which involves favoring at least some extension of the previous membership of the highly influential Board. With respect to students, it was noted that in examining between group differences, those who favored student representation were not necessarily the same as those who favored students having a larger voice in University affairs. It is, therefore, quite possible that a majority actually favor more participation for students but that it is the level at which this should take place which is in question.

While about half believe special curriculum and degree programs should be developed to meet special group needs, only about a third or fewer are in favor of special admissions policies for those who do not meet current

standards or come from disadvantaged groups, or hiring more minority faculty. Further, although a majority favors more courses reflecting urban problems, only about two-fifths approve more active involvement directly in the community by the University or its personnel. It should be remembered that most of these issues are new and controversial, and that even substantial minority support within this group for what may be considered fairly radical innovations suggests a real current of change in conceptions of the University's obligations. And at least half or a majority do favor an expanded concern for community and urban problems, although apparently they prefer this to be demonstrated by improved curricula and programs within the University.

To very briefly recapitulate the between-group differences, the most support for wider participation in decision-making and community involvement appears to come generally (although not on all items) from younger alumni and from those residing outside of Pennsylvania. One would expect that the younger alumni, having had more recent experience with the University and the contemporary pressure on it, would be willing to accept a more expansive model. It can be speculated that those more geographically distant, however, regardless of age, have been spared the more immediate experiences of some of the disorder and disruption that are likely to accompany change in the University. This perspective seems to be supported by the evidence that older and geographically closer alumni are more likely to agree that radical faculty cause demonstrations and that student demonstrators need stronger discipline. Women and those with higher degrees appear to be somewhat more inclusively and expansively oriented but this evidence is very sketchy. In terms of major, it may be noted that graduates from engineering and natural science programs appear to hold

the least innovating perspectives on the University's role, and this may be connected with the fact that these are the least "people-oriented" disciplines.

Ongoing Contact and Plans with the Alumni

Through the Director of Development and Alumni Affairs, the researchers learned that the Pitt Alumni Association would like to conduct another survey. They were interested in the results presented above, but also disappointed by the low response rate, and they had additional concerns they wanted to investigate. Two members of the research group met with the Director and the Vice President of the Alumni Association to discuss the possibilities of our cooperating in this effort. Although no very definite strategy was decided upon at this meeting, all who were present felt that we should proceed with this joint effort. Accordingly, another meeting was arranged for June 7, 1971 at which project research directors will meet with a larger group of Alumni Association members, including some trustees of the Association. At this time, the Alumni will discuss what they would like to learn from a survey, and the researchers will present their own ideas about how the survey should be conducted. It will then be the research task to develop an appropriate instrument combining alumni and research interests, and the Alumni task to provide information from which a sample can be drawn and to assume much of the responsibility for distribution and follow-up.

The researchers are extremely pleased to have this excellent opportunity to gain more comprehensive information from an adequate sample of Pitt alumni. In addition, however, direct interaction with active members of the Alumni Association will be most useful for research purposes because of

the insights afforded into their attitudes about University affairs and the position of the Alumni in contributing to University development. From the point of view of the University-Urban Interface, it is hoped that by conducting the survey and by involving the Alumni members in conducting the survey, increased interest can be generated in the Alumni Association and its activities. The instrument (questionnaire or interview) will contain questions directed to collecting information which will be useful for reorganizing Alumni Association programs and activities so that a larger active membership may be attained. Like all alumni groups, the University of Pittsburgh alumni have potentially a great contribution to make in University affairs; however, at the present time, very few who are eligible actually take an active part in the Alumni Association.

STUDENT SURVEYS

The typical University community is comprised of three groups -- faculty, administration, and students. In recent years, students have become an increasingly important University constituency; no longer can they be considered as merely the object of the teaching or educational process. In keeping with the expanded student role and as one way of facilitating the student input into the University educational and governing process, we mailed questionnaires to a randomly selected sample of students, including full and part-time, graduates and undergraduates. The questionnaire was designed to generate four categories of information: (1) the respondents' social-demographic characteristics, (2) their information about and image of University roles, (3) the student-University interrelationships, (4) student political information and participation. There were two data collections: the first mailing was immediately before the Congressional election last fall, and the second in February of 1971. The second mailing went to only those students who responded to Questionnaire I, plus a sample of 135 dormitory students who had been under-represented in Time I. Thus, the two surveys have generated both panel and time series data. (See appendices F and G)

From the 900 Time I questionnaires distributed, 367 (41%) were returned. In the Time II survey, a total of 502 questionnaires were distributed and 257 were returned (51%). The Time II sample included 367 students from the Time I sample (181 returned the Time II survey) and the 135 dormitory students (76 returned the Time II survey). Utilizing the new data obtained from the Time II survey, separate papers are being prepared on the (1) Student and the Political Process, (2) Student Life Styles, (3) Student Use

of Media, (4) Student Perceptions of the University, plus overall coordination of the data in the other aspects of the communications process research.

STUDENTS AND THE MEDIA

Examining the Student Survey, we tried to determine the different sources of news utilized by the students depending on the type of information desired. In Time I of the Mass Media Sequence (N=367), we discovered that the students ranked the University publications as the number one source for finding out about the activities of the University. The Pitt News and University Times were read the most often and were also felt to be the most informative. As far as accuracy of the University publication was concerned, the students again chose the Pitt News and University Times as most accurate although there were large percentages in the "no response" categories (this might indicate that the term "accuracy" was too broad to elicit any meaningful response). The data also revealed that the students utilized the public newspapers most often for obtaining information concerning general news, politics, and entertainment.

Looking at the Student Survey Time II (which included 181 students from the Time I questionnaire who returned the Time II survey, and an additional 76 dormitory students), we note that the University publications were the most important source of information for obtaining University news, as was true in Time I. The Time II data demonstrated that the students were ranking number one, television, and number two, newspapers, as the most important source in general news, politics, and entertainment. This shift in importance from newspaper to television (from Time I to Time II) was perhaps the result of the inclusion of the dormitory students in our sample, who possibly had greater access to T.V. than newspapers. Here, it is interesting to note that in both Time I and II the students ranked the

University publications as sixth in finding out about entertainment. Since the University publications do contain a large amount of information about lectures and movies (see table on Inch Measurement, page 52) on campus, it is enigmatic why the students did not rank the University publications higher (perhaps the students perceived the lectures and movies as more educational than entertaining).

The Pitt News, University Times, and Pittsburgh Press/Post-Gazette were felt to be the most accessible while the Pitt News and Pittsburgh Press were read most often.

On the items "the informativeness and accuracy of media concerning the University," it was found that Pitt News and University Times received the greatest percentage for the "Most of the Time" selection, while the Pittsburgh Press/Post-Gazette received the greatest percentages for "Some of the Time." The students also indicated that the Pitt News and University Times were the most informative and accurate of the media dealing with Pitt students. The Pittsburgh Press/Post-Gazette obtained the highest percentage in the "Some of the Time" selection for the categories mentioned above. Finally, the students perceived the Pitt News and University Times as most positive in the presentation of the University and students. The Pittsburgh Press/Post-Gazette were judged as mostly neutral in the category of presentation of the University and Pitt students.

Table V

Marginals

Student Survey

Time I

Mass Media Sequence
N=367

The following are ranks assigned by students:

A. Where do you find out about the University?

1. University Publications
2. Friends
3. Newspaper
4. T.V.
5. Radio
6. Magazines

B. Where do you go for general news?

1. Newspaper
2. T.V.
3. Radio
4. Magazines
5. Friends
6. University Publications

C. Where do you find out about politics?

1. Newspaper
2. T.V.
3. Magazines
4. Radio
5. Friends
6. University Publications

D. Where do you find out about entertainment?

1. Newspaper
2. Friends
3. T.V.
4. Radio
5. Magazines
6. University Publications

How often do you read the following publications?

A. Pitt News	%
Never	5.2
Sometimes	43.1
Often	48.2
No Response	3.5

B. University Times	%
Never	24.3
Sometimes	46.6
Often	23.2
No Response	6.0

C. Alumni Times	%
Never	44.4
Sometimes	38.1
Often	10.9
No Response	6.5

D. Pitt Magazine	%
Never	68.6
Sometimes	16.6
Often	5.7
No Response	9.3

Informativeness

A. Pitt News	%
Yes	75.5
No	8.4
No Response	16.1

B. University Times	%
Yes	59.1
No	5.4
No Response	35.4

C. Alumni Times	%
Yes	36.5
No	9.0
No Response	54.5

D. Pitt Magazine	%
Yes	19.6
No	6.5
No Response	73.8

Accuracy

A. Pitt News	%
Yes	44.1
No	20.2
No Response	35.7

B. University Times	%
Yes	45.8
No	4.6
No Response	49.6

C. Alumni Times	%
Yes	33.8
No	3.0
No Response	63.2

D. Pitt Magazine	%
Yes	15.8
No	3.8
No Response	80.4

Table VI

STUDENT SURVEY II

Frequencies and Percentages concerning the Media

N = 257

Table 5: Sources of Information

The following media were ranked according to importance with "1" being the most important:

A. About the University
1. University Publications
2. Friends
3. Newspapers
4. Television
5. Radio
6. Magazines

B. General News
1. Television
2. Newspapers
3. Radio
4. Magazines
5. Friends
6. University Publications

C. Politics
1. Newspapers
2. Television
3. Radio
4. Magazines
5. Friends
6. University Publications

D. Entertainment
1. Television
2. Newspapers
3. Radio
4. Friends
5. Magazines
6. University Publications

Table 6: Accessibility of Publications

	Very Convenient		Sometimes Convenient		Not Convenient	
	F	%	F	%	F	%
Pitt News	179	69.6	51	19.8	15	5.8
University Times	138	53.7	66	25.7	32	12.5
Alumni Times	56	21.8	65	25.3	103	40.1
Pitt Magazine	23	8.9	40	15.6	152	59.1
Magic Bus	37	14.4	39	15.2	132	51.4
Pgh. Press/Post-Gazette	180	70.0	40	15.6	22	8.6

Table 7: "How often do you read the following publications?"

	Never		Sometimes		Often	
	F	%	F	%	F	%
Magic Bus	176	68.5	49	19.1	21	8.2
Pitt News	7	2.7	79	30.7	164	63.8
University Times	30	11.7	133	51.8	87	33.9
Alumni Times	107	41.6	114	44.4	27	10.5
Pitt Magazine	169	65.8	64	24.9	11	4.3
Pittsburgh Press	10	3.9	104	40.5	138	53.7
Pittsburgh Post-Gazette	50	19.5	119	46.3	82	31.9

Table 8a: Presentation of the University in the Newsmedia

	F	%
1. Geared to scholars and liberal arts education	36	14.0
2. Geared to skilled technicians and professionals	14	5.4
3. Representing interesting social life	6	2.3
4. Presenting social change and/or innovation	37	14.4
5. Concerned with expansion, investments, etc.	96	37.4
6. As not having any particular orientation	38	14.8
7. Other	15	5.8

Table 8b: Presentation of the University in the Newsmedia

1. Oriented to the local community	163	63.4
2. Oriented to the larger world	82	31.9

Table 9a: Informativeness of Media Concerning the University

	Most of the Time		Some of the Time		Never	
	F	%	F	%	F	%
Magic Bus	34	13.2	45	17.5	17	6.6
Pitt News	135	52.5	84	32.7	8	3.1
University Times	106	41.2	86	33.5	6	2.3
Alumni Times	49	19.1	77	30.0	16	6.2
Pitt Magazine	36	14.0	53	20.6	16	6.2
Pittsburgh Press	90	35.0	117	45.5	15	5.8
Pittsburgh Post-Gazette	75	29.2	111	43.2	13	5.1

Table 9b: Accuracy of Media Concerning the University

	Most of the Time		Some of the Time		Never	
	F	%	F	%	F	%
Magic Bus	42	16.3	39	15.2	8	3.1
Pitt News	112	43.6	103	40.1	6	2.3
University Times	109	42.4	81	31.5	2	0.8
Alumni Times	62	24.1	66	25.7	6	2.3
Pitt Magazine	49	19.1	46	17.9	8	3.1
Pittsburgh Press	85	33.1	119	46.3	10	3.9
Pittsburgh Post-Gazette	77	30.0	106	41.2	9	3.5

Table 10: Presentation of the University Positively, Neutrally, or Negatively

	Positively		Neutrally		Negatively	
	F	%	F	%	F	%
Magic Bus	19	7.4	42	16.3	33	12.8
Pitt News	101	39.3	66	25.7	48	18.7
University Times	138	53.7	55	21.4	4	1.6
Alumni Times	104	40.5	36	14.0	3	1.2
Pitt Magazine	69	26.8	31	12.1	3	1.2
Pittsburgh Press	49	19.1	134	52.1	26	10.1
Pittsburgh Post-Gazette	45	17.5	123	47.9	19	7.4

Table 11a: Informativeness of Media Concerning Pitt Students

	Most of the Time		Some of the Time		Never	
	F	%	F	%	F	%
Magic Bus	42	16.3	48	18.7	5	1.9
Pitt News	109	42.4	91	35.4	12	4.7
University Times	80	31.1	99	38.5	9	3.5
Alumni Times	50	19.5	69	26.8	14	5.4
Pitt Magazine	35	13.6	53	20.6	13	5.1
Pittsburgh Press	37	14.4	135	52.5	24	9.3
Pittsburgh Post-Gazette	34	13.2	125	48.6	21	8.2

Table 11b: Accuracy of Media Concerning Pitt Students

	Most of the Time		Some of the Time		Never	
	F	%	F	%	F	%
Magic Bus	44	17.1	47	18.3	4	1.6
Pitt News	101	39.3	96	37.4	10	3.9
University Times	78	30.4	99	38.5	8	3.1
Alumni Times	51	19.8	66	25.7	12	4.7
Pitt Magazine	36	14.0	51	19.8	12	4.7
Pittsburgh Press	36	14.0	138	53.7	17	6.6
Pittsburgh Post-Gazette	35	13.6	126	49.0	13	5.1

Table 12: Presentation of Pitt Students Positively, Neutrally, or Negatively

	Positively		Neutrally		Negatively	
	F	%	F	%	F	%
Magic Bus	48	18.7	35	13.6	8	3.1
Pitt News	122	47.5	64	24.9	24	9.3
University Times	104	40.5	84	32.7	1	0.4
Alumni Times	80	31.1	54	21.0	3	1.2
Pitt Magazine	49	19.1	47	18.3	4	1.6
Pittsburgh Press	31	12.1	127	49.4	34	13.2
Pittsburgh Post-Gazette	31	12.1	118	45.9	27	10.5

A COMPARATIVE OVERVIEW AND POSSIBLE EXPLANATIONS OF DATA FROM THE STUDENT SURVEYS AND THE CONTENT ANALYSIS DISTRIBUTIONS

A comparison was done between some data that was received in the Content Analysis Distribution and the data received from the Student Survey Questionnaires. We compared the combined percentages appearing in the Content Analysis Distribution for the Pitt News and the University Times in two image categoires: the Local-Cosmopolitan dimension, and the Clark and Trow College Stereotypes, with the percentages received from the Student Survey Time II, Tables 8a and 8b. (Page 99)

In the Student Survey Questionnaire, Part II, question 28, the results of which appear in Table 8b read thus:

> In the news media, do you think the University of Pittsburgh is presented as being mainly (check one):
>
> _____1. Oriented to the local community
> _____2. Oriented to the larger world

CONTENT ANALYSIS		STUDENT SURVEY	
	%	Table 8b	%
Cosmopolitan	31.9	Oriented to larger world	28.27
Local	63.4	Oriented to local community	71.73

This first set of data seem to strongly suggest that a high correlation exists between what the students thought was the impressions given to the University through the presentation in the news media, and what our staff came out with through a content analysis of a set of published articles in the area of Local-Cosmopolitan image. An interesting finding that also conforms to this general correlation is in the Intercoder Reliability Sheets data concerning the above-mentioned image. We are inclined to see this as general, clear cut, and less ambiguous perception and under-

standing of the above-mentioned concepts, and to the specific wording of the student questionnaires dealing with them.

Question 27 in the Student Survey Questionnaire, Part II, has its results in Table 8a, and read thusly:

> In the news media (press, radio, television), do you think the University is presented as being <u>mainly</u> (check one):
>
> _____1. geared to scholars and liberal arts education
> _____2. geared to skilled technicians and professionals
> _____3. representing interesting social life
> _____4. presenting social change and/or innovation
> _____5. concerned with expansion, investments, etc.
> _____6. as not having any particular orientation
> _____7. other (specify) _____

Items 1, 2, 3, and 4 of the student questionnaire were constructed to correspond directly with the essence of the college stereotype categories derived by Clark and Trow. Item 5 was included to draw out student perceptions of the University as a big business corporation. Although this question does not fit into the Clark and Trow notions, it was deemed important and may denote the "University critics" characteristic of the "non-conformist" group.

The results of both analyses are shown in Table VII.

Table VII

STUDENT SURVEY		CONTENT ANALYSIS		
Table 8a			Pitt News	University Times
Item	%		%	%
1	16.0	Academic	17.36	37.33
2	5.4	Vocational	10.74	10.67
3	2.3	Collegiate	47.93	13.33
4	14.4	Non-Conformist	19.01	1.33
5	37.4			
6	14.8			
7	5.8	Other	4.96	37.33

Comparing the percentages between the Student Survey distribution and the University publications, we find similar frequencies in the categories Academic, Non-Conformist, and Other. In other words, the students tended to perceive the image projection of the press in much the same way as our content analysis describes it. However, a significant discrepancy appears between the Collegiate categories. This discrepancy might be accounted for by several methodological problems, such as the inclusion of some non-student activities in the content analysis "Collegiate" category; by the ranking nature of the survey as opposed to the frequency distribution of the content analysis, or the translation of the term "Collegiate" into "Social Life." Because the students were asked about the press in general, they may have reacted to the "public press" even though they seldomly use it for information about the University. Or, it can be that students simply do not recognize the amount of coverage given to their social life--that it makes little impression.

The most prominent impression left with the students is that the news media presents the University as mainly "concerned with expansion, investments, etc.," 37.4% ranking this number one. Even combining "Service to Business" and "Complex Organization" categories of all content analyzed publications, we found no major number of articles devoted to this topic. (See Table I, page 28)

This would suggest that students are impressed by this aspect of University activity. Whether they are positively or negatively impressed or whether other publics share their view is a research question for Phase III. We do know that students and other publics feel that education is the major role of a university. Whether they relate expansion as an aspect of furthering the quality of education and increasing the numbers in the population who can take advantage of it will be an important topic for future UUIP research.

STUDENT QUESTIONNAIRE I

"Student Perceptions of the University"

The first questionnaire administered by the researchers in November, 1970 as part of a panel study of student attitudes included a number of questions on perceptions of the University, which were very similar to those asked of the alumni. Other parts of the student data have been discussed earlier in this report; however, it seemed appropriate to report on these particular questions in direct conjunction with the Alumni Times material for comparative purposes. The student sample was drawn from University enrollment tables and 367 (41%) of those to whom questionnaires were mailed returned completed forms.

In so far as equivalent data exist, the general format pursued in the foregoing analysis of the alumni data will be followed here. University students form a constituency which has had an increasing influence in University decision-making in recent years. Their attitudes concerning the obligations and responsibilities which are appropriate to the University are important to ascertain. As in the alumni section of the report, the results will be presented in five sections, the first of which pertains to University of Pittsburgh prestige. The other four sections are: (1) Perceived Appropriate Priorities for the University of Pittsburgh; (2) Orientations Toward Legitimate Participation in Decision-Making in University Affairs; (3) Perceived Obligations of the University to Special Groups; and (4) Perceived Responsibilities of the University to the Larger Community. After the data on student perceptions have been presented and summarized, the results will be compared to those of the alumni data. It

has been suggested earlier that one of the problems for the contemporary university is differing perceptions of her legitimate role among the various constituencies and publics which influence University development. Comparison of these two groups will afford some initial insights into the empirical validity of conflicting perceptions of the University.

Student responses will be presented both in aggregate distributions, and then for any significant differences between groups as divided by the characteristics described below in terms of numbers and per cent of total. Significance tests are applicable for these data since the sample was randomly drawn. The Chi Square test of significance will be used, and between group differences at the .05 level or lower will be reported on. A significance level of .05 means that there are only five chances in a hundred that this difference would be found by chance. For economy of presentation, significant between group differences will be tabulated by per cent of positive responses only. Significance levels, however, have been calculated for whole tables. Since the student questionnaires provided a space for "no opinion" which was not provided in the alumni questionnaire, Chi Squares have been calculated both with and without the no opinion category, and only those reaching significant levels for both ways will be presented as representing between group differences. By this means, it can be ensured that the differences between groups are significant in themselves and also that they would not be "washed out" if the no opinion responses for each group had been distributed over the positive and negative categories.

Year in College:	Freshman	--	30	(8.2%)	
	Sophomore	--	48	(13.1%)	
	Junior	--	61	(16.6%)	
	Senior	--	70	(19.1%)	
	Graduate	--	149	(40.6%)	(25 No Response)

Sex:	Male	--	196 (53.4%)	
	Female	--	171 (46.6%)	(0 No Response)
Region:	Pennsylvania	--	330 (89.9%)	
	Other	--	34 (9.3%)	(3 No Response)
Major:	Social Sciences	--	77 (21.0%)	
	Medical Sciences	--	34 (9.3%)	
	Education	--	94 (25.6%)	
	Humanities	--	34 (9.3%)	
	Business	--	28 (7.6%)	
	Engineering	--	35 (9.5%)	
	Science	--	38 (10.4%)	
	(Public Health, only 2 responses)			(25 No Response)

After tabular presentation of the results in each section, a brief summary will be given. These will be integrated for a summary of all the findings, and then compared to the findings in the alumni report.

Perceived Prestige of the University

Item on Questionnaire:	% Total Response Yes	No
"If you had the opportunity to attend another college or university would you go elsewhere?"	40.3	54.2

Between group differences:

Class: Although Freshmen were split with half wanting to go elsewhere and half wanting to remain at Pitt, all other classes seemed satisfied at Pitt. The distribution here, however, was not statistically significant.

Sex and Region: There were no significant differences between groups on this variable.

Major: There were some appreciable between group differences, for example, a majority of those in the sciences would go elsewhere, while the majority of all other groups would not. These differences, however, were not statistically significant.

Thus, since more students would prefer to stay even if they had the opportunity to go elsewhere, Pittsburgh is assumed to have high prestige with the majority of students.

Perceived Appropriate Priorities for the University of Pittsburgh

Item on Questionnaire:	% Total Response Teaching	Research	Other
"Which of the following do you think should be the primary role of the University?"	82.6	6.0	7.1

Between group differences:

Class; Major; Sex; Region: There were no significant between-group differences at all on this question. A very large majority of all groups assign teaching as the primary role.

Orientations toward Legitimate Participation in Decision-Making in University Affairs

Item on Questionnaire:	% Total Response Yes	No
"Should students have a larger voice in University decision-making?"	62.4	23.2

There was a great difference between students and alumni concerning student participation in University decision-making. The majority of alumni were opposed while the same majority of students were in favor.

Between group differences by percent "Yes" only:

Class:

Fresh.	Soph.	Jr.	Sr.	Grad.
63.3	58.3	70.5	72.9	55.0

This table is significant (.03 level when "No Opinion" is deleted; .01 level when "No Opinion" is included). We see that upper class undergraduates are decidedly more in favor of increased student participation. Those in graduate school were least favorable.

Sex and Region:

There were no significant differences among groups who were in favor of increased student participation.

Major:

Soc. Sc.	Med. Sci.	Engin.	Busin.	Human	Science	Edu.
72.7	67.6	62.9	60.7	58.8	55.3	54.3

Although the majority of all classes are in favor of student participation those in the sciences and in education were least strongly in favor.

Items on Questionnaire:	% Total Response Agree	Disagree
"Faculty members who engage in or lead disruptive conduct have no place in the University."	44.6	50.4

Between group differences:

Major:

	% Agree	% No Opin.- Disagree
Soc. Sci.	41.2	58.8
Hum.	32.5	67.5
Sci.	68.4	31.6
Educ.	57.4	42.6
Busin.	67.9	32.1
Engineering	60.0	40.0
Med. Sci.	35.3	64.7

The above table is significant at the .0003 level.

Sex:

	% Agree	% No Opin.-Disagree
Male	55.6	44.4
Female	42.7	57.3

This table is significant at the .01 level.

Class:

	% Agree	% No Opin.-Disagree
Freshman	63.3	36.7
Sophomore	54.2	45.8
Junior	27.9	72.1
Senior	45.7	54.3
Grad. Student	55.7	44.3

This table is significant at the .002 level.

Region:

	% Agree	% No Opin.-Disagree
Pa.	51.5	48.5
Other	24.0	76.0

This table is significant at the .01 level.

Although students disagree only slightly more than they agree, there are significant between group differences. We can see that the most conservative elements among students are those who majored in Business or the Sciences, Males, Sophomores, and graduate students, and natives of Pennsylvania.

Item on Questionnaire:

	% Total Response	
	Agree	Disagree
"Students who engage in demonstrations should be expelled from the University."	15.0	85.0

Between group differences:

Class; Major: There were no appreciable differences among students in the groups. The very large majority of all were opposed.

Sex:

	% Agree	% Disagree-No Opinion
Males	19.0	81.0
Females	9.9	90.1

This table is significant at the .02 level.

Region: The large majority of Pennsylvanians and all of the non-Pennsylvanians were opposed to ousting student demonstrators.

All groups of students were strongly opposed to ousting student demonstrators. Attitudes of students toward students is much more liberal than that toward faculty. There appears to be no conservative element among students concerning students' rights to demonstrate. Alumni, however, were rather harsh on student demonstrators. The question was worded a bit differently in the Alumni Questionnaire, however, not so much as to make requests incomparable. The question concerning faculty, however, is a bit more different from the question dealing with disruptive faculty on the student questionnaire. It appeared on the Alumni Times Questionnaire thus: "Radical faculty are the primary cause of most student demonstrations." There was less of a definite stance taken by Alumni concerning faculty. There was only a slight difference between "agree" and "disagree" (46.2% agree; 47.3% disagree), neither of which constituted a majority.

Perceived Obligations of [redacted] University to Special Groups

Item on Questionnaire:	% Total Response	
	Yes	No
"Should there be a special admissions policy for students from disadvantaged backgrounds?"	44.1	47.1

Between group differences by "Yes" only:

Class:

Fresh.	Soph.	Jr.	Sr.	Grad.
53.3	45.8	59.0	55.7	54.4

Although this table is not statistically significant, it is noteworthy that sophomores differ so radically from juniors.

Major and Sex:

There were no statistically significant differences among groups here. All were somewhat opposed.

Region:

Pa.	Other
42.1	58.8

There is some opposition to special admissions policies, with sophomores and Pennsylvanians being the most highly opposed. The following tables, however, show a concern on the part of the students for disadvantaged minorities:

Item on Questionnaire:	% Total Response Yes	No
"There is a need for special programs (e.g. curriculum and degree requirements) relevant to the needs of various groups."	49.6	35.4

Between group differences by "Yes" only:

Class:

Fresh.	Soph.	Jr.	Sr.	Grad.
60.0	47.9	36.1	52.9	51.0

Sex; Region; Major:

There was less than a 10% difference among groups in these categories. All were somewhat in favor.

The alumni were strongly opposed to a special admissions policy but were concerned, as were the students, with the disadvantaged. There were

as many respondents among alumni in favor of special programs (e.g. curriculum requirements) as opposed (47.8% in favor; 47.6% opposed).

Item on Questionnaire:

	% Total Response	
	Yes	No
"Should extra effort be made to hire more minority group faculty?"	35.7	44.7

Between group differences by "Yes" only:

Class:

Fresh.	Soph.	Junior	Senior	Grad.
23.3	35.4	41.0	37.1	34.2

Freshman, who fared so liberally in the last items became quite reluctant to agree on this issue. Juniors who were so opposed to special curricula appear more willing to seek out minority faculty than the other classes.

Sex:

Male	Female
30.1	42.1

Region:

Pa.	Other
34.5	45.2

Less students from all groups took a stand on this last issue than did alumni. Alumni remained firmly opposed to special hiring (60.2% opposed).

Perceived Responsibilities to Larger Community

Items on Questionnaire:

	% Total Responses	
	Yes	No
"Should the University play a larger role in alleviating social ills in urban areas?"	54.2	29.7

Between group differences by "Yes" only:

Class; Sex; Region:

There was no appreciable difference among groups.

Major

Soc. Sci.	Med. Sci.	Educ.	Hum.	Busin.	Engin.	Sci.
61.8	62.3	47.4	50.0	42.9	42.9	58.8

Those students majoring in education, business and engineering were least favorable towards the university's playing a role of alleviating social ills. All other majors were in favor.

Item on Questionnaire:	% Total Response	
	Yes	No
"Should the faculty become more involved in local affairs?"	63.4	15.5

Class; Sex; Region:

There were no significant differences among groups in these categories.

Major:

Soc. Sci.	Med. Sci.	Edu.	Hum.	Bus.	Engin.	Sci.
64.7	77.9	44.7	57.4	53.6	57.1	67.6

All groups were highly in favor of increased involvement of faculty in local affairs except those in Education.

Item on Questionnaire:	% Total Response	
	Yes	No
"Should students become more involved in local affairs?"	64.6	15.8

Sex and Region:

There were no significant differences among groups in these categories.

Class:

Fresh.	Soph.	Junior	Senior	Grad.
56.7	66.7	63.9	71.4	61.7

Although all groups were in favor of increased involvement for students, the greatest discrepancy lies between Freshmen and Seniors. Graduate students, however, were more in agreement with Freshmen than with Seniors. A possible explanation for this might be the greater probability that most graduate

students are involved in fieldwork.

Major:

Soc. Sci.	Med. Sci.	Educ.	Hum.	Busin.	Engin.	Sci.
80.7	85.2	52.2	70.8	54.2	60.0	53.8

This table was highly significant (.0004 level when "No Opinion" deleted; .001 when "No Opinion included). The great difference between those in social science and those in education is striking.

Item on Questionnaire:	% Total Response	
	Yes	No
"Is there a need for more courses reflecting concern with urban problems?"	60.8	20.4

Between group differences by "Yes" only:

Class:

Fresh.	Soph.	Junior	Senior	Grad.
53.3	58.3	70.5	64.3	57.0

The number of students in favor of increasing the number of courses dealing with urban programs seems to reach a hiatus the Junior year, with Freshmen and Graduate students' responses constituting the lowest number of favorable responses.

Sex and Region:

There were no significant differences among groups in these categories.

Major:

Soc. Sci.	Med. Sci.	Educ.	Hum.	Bus.	Engin.	Sci.
72.7	50.0	60.6	52.9	53.6	62.9	52.6

Those majoring in social sciences again showed their concern for urban problems. Those in the medical sciences seem least strongly in favor and indeed are split evenly between in favor and opposed.

Summary: Both students and alumni agreed that the University of Pittsburgh has considerable status and prestige in many ways. Most students admit that they would not leave Pitt if given the opportunity while alumni feel that Pitt is adequate to superior concerning the status of its graduates and the adequacy of its educational opportunities. In looking at the various groups, however, the was a slight difference between alumni who majored in the medical sciences and students who were in the medical sciences. While those alumni readily accorded Pitt considerable prestige, the majority of students who are in the medical sciences replied that they would leave Pitt if given the opportunity.

These two major constituencies also feel that the University's greatest responsibility is to education rather than research. However, they differ considerably concerning the perceived responsiblility of the University to the larger community regarding its role in alleviating social ills. Students were highly in favor of the University's assuming this role while alumni were highly opposed. This contrast was reflected not only in total responses, but strikingly in the responses of those in the medical science field. While students in the medical sciences were most strongly in favor of this role (62.3%), alumni in this field were among the least in favor (35.3%).

Although students expressed a concern for the disadvantaged minorities, they did not show overwhelming support for a special admissions policy or for seeking out more minority faculty. Alumni express vehement disapproval of special admissions and extra effort for finding minority faculty. Both groups, however, showed considerable support for curriculum revision which would accommodate the underprivileged, and include courses reflecting urban problems. The greatest discrepancy

between alumni and students was their attitudes toward increased faculty and student involvement in community affairs. Alumni chose to remain aloof from any community problems and emphasize academics, while students felt that individuals from the University should become more involved and emphasize the action aspects. Oddly enough, although students favored more participation, those in the field of education were least favorable. Alumni in this field, on the other hand, were among the most favorable. Perhaps those students in education feel that their teaching practicum is already adequate community involvement while social science majors (the most strongly favorable group in alumni and student samples) feel that an inordinate amount of time is spent in the classroom merely discussing urban problems rather than tackling them in the field.

Students and alumni perceived students' rights quite differently. Students not only felt that they should have increased power in University decision-making, but that they also could fight for their rights and the rights of others. Students as a whole were quite opposed to their being punished severely for engaging in demonstrations while alumni were highly in favor of strong disciplinary measures. Sophomores and graduate students showed the least enthusiasm toward icreased student power, as did those majoring the sciences, humanities and education. Those alumni who majored the sciences were also the most vehemently opposed to increased student participation. Also among alumni, males and natives of Pennsylvania were strongly opposed.

Only a s light majority (50.4%) of students were opposed to strong measures against disruptive faculty. Those students in the sciences, business, and engineering were significantly intolerant of such faculty. Male students were also hard on such faculty as were freshmen, sophomores, graduate students, and native Pennsylvanians. The total findings were

consistent with those of the alumni in that alumni and students both were rather split in their opinions. The difference in the wording of the question has already been noted, but alumni were not sure whether faculty were the primary cause of student unrest.

These two major constituencies are in basic agreement concerning the perceived prestige of the University and its role as educator versus researcher. They begin to diverge, however, in their attitudes concerning the University's role in the larger community. Students showed overwhelming enthusiasm for increased involvement of faculty and students in urban problems. Alumni showed a great deal of hesitation to this involvement.

Both alumni and students were wary of special considerations for minority students and faculty except in the area of special curricula changes.

Students appear quite concerned about their responsibilities to the University and the community, while the more conservative alumni are content with minor internal changes and detachment from the community.

Table VIII

MARGINALS

"Student Perceptions of the University"

	S. I		S. II	
	Total N=367		Total N=257	
Full-time, Part-time (Var. 4)	F	%	F	%
Full-time	173	47.1		
Part-time	180	49.0		
College Year (Var. 5)				
Freshman	30	8.2		
Sophomore	48	13.1		
Junior	61	16.6		
Senior	70	19.1		
Graduate	149	40.6		
Special	0	0.0		
College Major (Var. 6)				
Humanities	34	9.3		
Social Science	77	21.0		
Sciences	38	10.4		
Education	94	25.6		
Business	28	7.6		
Engineering	35	9.5		
Medical Science	34	9.3		
Public Health	2	0.5		
Sex (Var 7.); (Var. 164)				
Male	196	53.4	34	13.2
Female	171	46.6	40	15.6
Age (Var. 8); (Var. 6)				
16-19	27	7.4	46	17.9
20-21	76	20.7	63	24.5
22-25	103	28.1	59	23.0
26-30	53	14.4	32	12.5
31-40	80	21.8	41	16.0
Over 40	28	7.6	15	5.8

	F	%	F	%
Race (Var. 9)				
White	340	92.6		
Negro	12	3.3		
Oriental	6	1.6		
Mixed	0	0.0		
Other	3	0.8		
Residence (Var. 10)				
On campus	14	3.8	90	35.0
Off campus with parents	112	30.5		
Off campus in private	233	63.5		
Other	0	0.0		
Grade Point Average (Var. 11)				
Under 1.0	3	0.8		
1.0-1.9	7	1.9		
2.0-2.9	147	40.1		
3.0-4.0	206	56.1		
Worked During Academic Year (Var. 12)				
No	117	31.9		
Full-time	160	43.6		
Part-time	84	22.9		
What proportion of the cost of your college education do you contribute? (Var. 13)				
None	59	16.1		
Less than half	52	14.2		
About half	32	8.7		
Nearly all	23	6.3		
All	185	50.4		
Where do you live? (Var. 14)				
Pittsburgh (city)	128	34.9		
Pittsburgh (suburb)	163	44.4		
Other city	5	1.4		
Other suburb	8	2.2		
Smaller city/town	37	10.1		
Rural	24	6.5		
Home state? (Var. 15)				
Pennsylvania	330	89.9		
Contiguous to Pennsylvania	12	3.3		
Northeast	1	0.3		
South	6	1.6		
West	3	0.8		
North central	3	0.8		
Alaska, Hawaii	0	0.0		
Other	9	2.5		

	F	%	F	%
What's the first thing you think of when you think of Pitt? (Var. 22)				
Architecture	83	22.6		
Educational Process	144	39.2		
Academic standards - negative	7	1.9		
Academic standards - positive	9	2.5		
Bureaucracy	16	4.4		
Generalized Positive	41	11.2		
Money - cost of being a student	9	2.5		
Other	34	9.3		
If you had the opportunity to attend another college, would you go elsewhere? (Var. 23); (Var. 155)				
Yes	148	40.3	112	43.6
No	199	54.2	128	49.8
If yes, where would you go? (Var. 24)				
Another school in Western Pennsylvania	38	10.4		
Technical school	7	1.9		
Small private school	10	2.7		
Ivy league	4	1.1		
Major university with national reputation	44	12.0		
Nowhere in particular, just out of Pittsburgh	15	4.1		
Other	17	4.6		
Why would you go elsewhere? (Var. 25)				
Atmosphere	38	10.4		
Quality of education	59	16.1		
Administration and policy	1	0.3		
Other	37	10.1		
Which should be the primary role of the University? (Var. 26)				
Teaching	303	82.6		
Research	22	6.0		
Other	28	7.6		
Should the University play a larger role in alleviating social ills in urban areas? (Var. 27)				
Yes	199	54.2		
No	109	29.7		
No opinion	53	14.4		

	F	%	F	%
Is there a need for more courses reflecting concern with urban problems? (Var. 28)				
Yes	223	60.8		
No	75	20.4		
No opinion	60	16.3		
Should extra effort be made to hire minority faculty? (Var. 29); (Var. 156)				
Yes	131	35.7	74	28.8
No	164	44.7	99	38.5
No opinion	57	15.5	72	28.0
Should there be a special admissions policy for students from disadvantaged backgrounds? (Var. 30)				
Yes	162	44.1		
No	173	47.1		
No opinion	21	5.7		
Is there a need for special programs relevant to the needs of various groups? (Var. 31)				
Yes	182	49.6		
No	130	35.4		
No opinion	44	12.0		
Should students have a larger voice in University decision-making? (Var. 32)				
Yes	229	62.4		
No	85	23.2		
No opinion	47	12.8		

If yes, in what areas do you feel students should have more decision-making power? (Var. 33-41)

Rank 1 - Curriculum and degree requirements	1943
" 2 - University-community relations	2292
" 3 - Participation in faculty meetings/ University Senate	2297
" 4 - Allocation of monies	2568
" 5 - Representation on Board of Trustees	2586
" 6 - Freshman orientation	2644
" 7 - Admissions requirements	2708
" 8 - Faculty recruitment	2734
" 9 - Physical planning	2910

	F	%	F	%
If no, why? (Var. 42)				
Immature, inexperienced	27	7.4		
It is not the students' role	27	7.4		
Students have enough power already	14	3.8		
Other	13	3.5		
Which person or group do you think has the most influence over University decisions? (Var. 43)				
Board of Trustees	107	29.2		
Administration (including Chancellor)	61	16.6		
Faculty	24	6.5		
Students	7	1.9		
University community (faculty, students, adm)	2	0.5		
Minority of radical students	23	6.3		
Politicians, government	34	9.3		
Taxpayer, public, parents	2	0.5		
Private industry	4	1.1		
Other	22	6.0		
Who should? (Var. 44)				
Board of Trustees	28	7.6		
Administration	49	13.4		
Faculty	34	9.3		
Students	43	11.7		
Faculty and Students	38	10.4		
University community (faculty, students, adm.)	67	18.3		
Politicians, government	3	0.8		
Taxpayer	2	0.5		
Other	11	3.0		
How would you evaluate University-community relations? (Var. 45); (Var. 157)				
Excellent	7	1.9	8	3.1
Good	131	35.7	84	32.7
Fair	163	44.4	120	46.7
Poor	28	7.6	33	12.8
What should the University do, if anything, to improve its relations with the community? (Var. 46)				
Stick to traditional role of educating only	28	7.6		
Open communication with community	65	17.7		
Create community services and programs	34	9.3		
Place community above University needs	25	6.8		
Equal educational opportunity	4	1.1		
Make education relevant	13	3.5		
Be more student-oriented	17	4.6		
Expel radicals and freaks	11	3.0		

	F	%	F	%
Should students become more involved in local affairs? (Var. 47)				
Yes	237	64.6		
No	58	15.8		
No opinion	55	15.0		
Should faculty become more involved in local affairs? (Var. 48)				
Yes	232	63.2		
No	57	15.5		
No opinion	57	15.5		
When not in class, do you spend most of your time in the vicinity of the University? (Var. 60); (Var. 165)				
Yes	115	31.3		
No	237	64.6		
In vicinity of University			* 75	29.2
In some other section of the city			* 1	0.4
*Only dorm students were asked this question in Student II.				
Have you ever lived in a university dorm? (Var. 144)				
At the University of Pittsburgh			81	31.5
Somewhere else			67	26.1
No			98	38.1
If no, what is your most important reason? (Var. 145)				
Rooms too small			4	1.6
Not enough privacy			3	1.2
Strict regulations			0	0.0
Relatively high rent			20	7.8
Noisy			4	1.6
Atmosphere too institutionalized			4	1.6
Other			73	28.4
If yes, why? (Var. 146)				
Better buy for the money			7	2.7
Near campus			52	20.2
Live with other students			29	11.3
Safer			5	1.9
Cleaner			0	0.0
More modern facilities			1	0.4
Other			50	19.5

	F	%	F	%
Do you think the University should build a dorm at Hillside? (Var. 147)				
Yes			109	42.4
No			58	22.6
No opinion			84	32.7
Should the University build additional dorms but at another location? (Var. 148)				
Yes			84	32.7
No			27	10.5
No opinion			117	45.5
Should the University become involved in partisan politics? (Var. 171)				
Yes	38	10.4		
No	254	69.2		
No opinion	59	16.1		
How would you assess current partisan political involvement of the University? (Var. 172)				
None	55	15.0		
Little	109	29.7		
Some	89	24.3		
Considerable	26	7.1		
Do you agree with the University to allow students the opportunity for political campaign activity? (Var. 173)				
Yes	252	68.7		
No	89	24.3		
Do you believe students should interrupt their college/academic studies for political participation? (Var. 30)				
Yes			116	45.1
No			96	37.4
No opinion			32	12.5
How long should the University recess be? (Var. 174); (Var. 31)				
Should not recess			120	46.7
2 days	73	19.9	54	21.0
3-7 days	57	15.5	35	13.6
2 weeks	18	4.9	11	4.3
More than 2 weeks	4	1.1	2	0.8
As long as student feels is necessary for himself	5	1.4	25	9.7

	F	%	F	%
In general, do you think a University recess for election activity should become standard University policy? (Var. 32)				
Yes			103	40.1
No			131	51.0
No opinion			16	6.2
Do any of your professors discuss politics in class? (Var. 175)				
Yes	179	48.8		
No	168	45.8		
Should professors discuss personal political views in class? (Var. 176)				
Yes	160	43.6		
No	139	37.9		
No opinion	49	13.4		

POLITICAL SCIENCE DEPARTMENT QUESTIONNAIRE

In the Fall of 1970, the Political Science Department at the University of Pittsburgh carried out a survey among internal University groups which included faculty and higher administrators. A questionnaire was delivered to a carefully drawn stratified random sample. 30% of the faculty and 66% of the administrators in the sample returned completed questionnaires.

The main purpose of the study was to examine authority and power in the University, i.e. how they are distributed among groups and individuals and how they should be distributed. (A comprehensive report on the findings of the study will, of course, be relevant to the aims of this project.) However, only preliminary analysis has as yet been done on the very extensive data.

For immediate purposes, there were four questions on participation in decision-making in the University which were directly comparable to those in the Alumni Times Questionnaire and the investigators kindly gave us percentage distributions on those items for comparative purposes. The items and the results are presented below:

Perceptions of Legitimate Participation

in Decision-Making in the University

Item on Questionnaire:		% of Agree	Responses Disagree
There should be representation of Pitt faculty on the Board of Trustees	Faculty	81.6	7.8
	Administrators	66.7	26.3
	Alumni	64.8	31.0
There should be student representation on the Board of Trustees	Faculty	58.3	28.2
	Administrators	53.5	36.4
	Alumni	38.9	56.4

Items on Questionnaire Cont.:		% of Responses Agree	Disagree
Oakland community groups should be represented on the Board of Trustees	Faculty	35.0	39.8
	Administrators	27.3	50.5
	Alumni	30.3	64.4
There should be women members on the Board of Trustees	Faculty	76.6	8.7
	Administrators	74.7	6.1
	Alumni	77.7	14.2

According to the results, a very strong majority of faculty favor faculty representation on the Board of Trustees, almost three-fifths support student representation, over a third would include Oakland groups, and over three-quarters approve of women members. Administrators are somewhat less inclined to increased participation over all groups, although almost two-thirds favor faculty representation, over half student representation, and over a quarter Oakland group representation. There is little difference concerning women members.

In comparing the three groups, it may be noted that the majority of faculty and administrators are in favor of more inclusiveness for internal groups, i.e., faculty and students. The alumni concur on faculty representation, but the majority are against student representation. Yet the alumni stand midway between faculty and administrators concerning Oakland groups, where only a minority in any category of respondents favor inclusion. Faculty, administrators, and alumni almost equally and very strongly support having women members on the Board.

It is important to note that consensus has not been reached -- even among the respondents within a particular category -- concerning who should be involved in decision-making, at least at this high level. Even all of the faculty do not agree that there should be faculty representation! However, it can be seen that in terms of these proposed changes in the composition of the Board of Trustees at Pittsburgh, a good majority

of the three groups of respondents favor the inclusion of faculty and women members, and a majority from two out of three would include students. Only Oakland group representation receives no majority support. Even here, however, the evidence of substantial minority support suggests that the inclusion of outside groups -- and which outside groups -- will remain a controversial issue for the University.

COLLEGE OF ARTS & SCIENCES QUESTIONNAIRE

In the late summer and early fall of 1970, the College of Arts & Sciences enclosed a brief questionnaire, along with a request from Alumni Affairs for contributions. The approximately 5,000 questionnaires were sent to recent alumni of the College of Arts & Sciences, i.e., those who had graduated between 1960 and 1970. One major purpose of the survey was to ascertain the patterns of alumni immediately after graduation in terms of pursuing further education and following particular careers. A second purpose, more relevant for the present research, was to discover something about the retrospective views of these recent graduates on their educational experience.

Six hundred and eighty (680) or about 13% of those receiving questionnaires completed them. It is quite probable that this response is biased since 73.7% of the respondents said that they were attending or had attended graduate school, an extraordinarily high percentage for any population of college graduates. Beyond this, it can reasonably be inferred that those alumni who made contributions would be more likely to return questionnaires than those who did not.

Following a series of background questions, the respondents were asked to answer one open-ended question: "In what areas do you feel that your Pitt education has been especially helpful?" Through the use of content analysis, responses were assigned to the following general categories:

	%
Personal Relationships	16.2
Intellectual Growth	29.4
Specific Training	37.6
Extra-curricular Involvement	4.3
Generalized Positive Response	2.9
Positive - Other	1.3

It can readily be observed that most of the responses can be classified in three categories, and that two of them have to do mainly with the development of the individual. Examples of responses which were considered to involve personal relationships were:

"I was exposed to many types of people (an education in itself)."

"I learned to understand people."

"I developed a better, more outgoing personality."

Examples of responses which signified intellectual growth were:

"Better understanding of the world and its problems."

"Taught me to think; how to discipline my mind."

"I'm very thankful for my broad liberal arts background."

The third category includes all responses which indicated a more utilitarian view of the helpfulness of education, that is, in terms of facilitating access to career opportunities or further training:

"I was well-prepared for my job."

"I was able to survive in graduate school."

Although this information feeds into our general communication problem only indirectly, it does demonstrate to some extent the diversity of needs the University fulfills for its students. These needs are socio-psychological, intellectual (cultural), and pragmatic. The retrospective views these recent alumni give are of a multi-functional institution serving diversified needs. Unfortunately, the respondents were not asked about their expectations and whether they were disappointed in any way with their educational experience. Such information would have

allowed for more accurate generalizations about the perceived obligations of the University for its student clientele.

INTERVIEWS

Interviews with Key Administrative Personnel

The following discussion of the interview portion of the research is included in this report as a part of "Communications," although, in fact, the interview data serve to link all the major foci of the research. In addition to those individuals who have the major responsibility for University-produced media, we are also interviewing other respondents as an additional means of monitoring activities in other vital areas, such as campus development, outreach projects, program development and public affairs, and the community goals project. Nevertheless, the handling of communications, both by formal and informal means, is of overriding importance in the investigation as a whole, thus providing a major integrative focus for all the research. Since the interview material provides such broad coverage, the institution-building framework which is being utilized to conceptualize and organize the research as a whole is applicable here. (Nehnevajsa, 1964)

Regular interviews are being conducted with personnel who are directly responsible for interacting with the community to the mutual satisfaction of the University and the community. As such, they are the crucial mediators between external and internal groups. By systematically covering the same personnel and their activities during this phase of the project, we study the interaction as <u>a process</u> which changes over time in response to the exigencies of the situation. It is possible, thus, to locate salient issues and document the progress toward resolution or non-resolution.

At this point, more than sixty interviews have been conducted with individuals who are involved in the areas of minority needs, campus

development, communications, long-range goals, and University organization in the field of urban relations. These are crucial areas for all contemporary urban universities in terms of policy formation, organization, and allocation of resources. The interviews provide chronological data on the "inside story" of one university's attempts to come to grips with contemporary problems in terms of community relations, and its successes and failures in terms of resolving them to the satisfaction of its various publics.

Using an institution-building framework orients the researchers to conduct interviews in a time perspective framework so that changes in goals, plans, and activities can be assessed and evaluated. The bases of reference must include:

Current Operations: What is going on

Future Conceptions: What should be going on in some future state

in order to see how current and planned moves are related to reconciling the real with the ideal. The recurrent interview approach also allows for collecting evidence on how current operations and future conceptions themselves alter over time in response to particular contingencies or the perceptions of influential others.

Within this general frame of reference, the mode of data collection is that of the "focused" interview. At each point in time, interviewers systematically cover certain focal areas, but the questions are not structured and the respondent is given great leeway in determining and reporting on the happenings in his office with respect to the particular issue or issues most salient for his office. In this manner, a more depth perspective is gained by allowing the respondent to tell his story in his own way, yet some overall continuity is maintained. Interviewers take notes during the interview and write up a report filling in the details immediately afterwards.

The data collection is ongoing and will not be completed for some months. However, a preliminary analysis of the material collected to date has been utilized to set up a more specific and detailed orientation for interviewers in writing up reports; that is, to catalogue those kinds of evidence which should be included in the report when they come up in the interview material. By this means, future interview write-ups will be more comprehensive and comparable from interview to interview. The same orientation can then be utilized for content analysis when data collection is terminated. Using the institution-building framework in connection with the preliminary analysis of the interviews, the following information can be elicited, although all questions are not covered in every interview and much of the evidence has to be inferred from informal remarks and anecdotes presented by the respondents in the relatively open interviews.

Doctrine: Key personnel are asked to define salient ongoing issues for their office. What are their plans for handling them and what activities are they engaged in in this respect? What goals are to be realized? Do these alter over time and why?

Themes: This has to do with the respondents' perceptions of the parameters of the issue(s), the alternatives open to him in taking action, barriers or facilities for effective action. What is his personal stance on a particular issue and how does it coincide with that of others involved in the issue? What can be observed about the respondents' interaction styles, reactions to conflict or opposition?

Leadership: This has to do with the respondents' perceptions of their position in terms of scope and authority with respect to action on any issue. Is an administrator able to initiate actions without consulting others; and if so, at what level? Are his responsibilities clear-cut or ambiguous and overlapping with others? With whom does he interact

in decision-making? Are his relations with other decision-makers harmonious and cooperative? What problems does he perceive in carrying out his directives?

Personnel: The other side of leadership or authority is compliance. What are the relations of administrators with those who must carry out their directives--in this case, employees? Does a given administrator tend to involve them in decision-making or give orders "from the top"? Can he depend on others or is he likely to be hindered by obstruction?

Resources: What kinds of resources does a given respondent feel he needs to carry out his plans successfully? How successful is he in recruiting adequate resources? What problems does he encounter and from what sources?

Organization: This has to do with how respondents think they should be spending their time and energies, and what they are actually doing. On a higher level, it has to do with how individual roles and role playing interact to achieve an effective and well-defined division of labor or whether there is overlap, duplication, uncertainty, and lack of coordination.

Although it has been stated that the administrators involved are at the interstice between the University and the community, considerable attention has been paid in the above discussion to internal relations, one essential basis for effective action vis-a-vis the community. However, the administrators also must simultaneously cope with a multiplicity of other agencies and groups which have some fiscal or normative influence on University policies. The administrators must be cognizant of linkages as considered below; the term "institution" is here used very loosely to refer to groups

and agencies as well as those organizations which would customarily be termed institutions:

Enabling Institutions: The University is supported from state and private resources, and the Federal government funds much of its research. In pursuit of particular goals with respect to community-University relationships, how much do administrators appear to feel constrained by the opinions or strictures stemming from these outside groups?

Functional Institutions: Other agencies and groups may have mutual dependency relations with the University and may help to define the University's appropriate responsibilities as differentiated from their own. How often do respondents refer to the activities of such agencies and groups and the relationship of these to what the University is either undertaking or planning to undertake?

Normative Institutions: Other groups have more normative claims on the resources of the University, e.g., minority groups, neighbors. How do these administrators communicate with such claimants and what are they asking for? How do administrators handle the communications they receive from these sources and how adequately do they feel prepared to deal with their requests? What kinds of claims do they perceive as legitimate and how do they establish legitimacy?

Diffuse Institutions: All of the perceptions of those who are making claims on the University are not congruent in terms of definitions of its responsibilities. Administrators must be aware of conflicting claims and their sources and attempt to reconcile them or to establish the legitimacy of one claim over another. How subject are the respondents to conflicting demands, and how do they make choices when such conflicts occur? What kinds of channels do they utilize to sensitize themselves to such problems? Do they make attempts to find out more about community opinion generally or do they tend to rely on whatever filters in to them?

At this point in the research, a considerable body of data has been collected, reviewed, and typologized according to an institution-building framework. Further interviews and write-ups will be guided with reference to the results obtained so far. From this preliminary data analysis it is already possible to identify some recurrent themes relating to problems which may be alleviated through "trial and error" in the process which is being researched. If so, these problem-solving devices will be documented. Where resolution does not occur, problems can be identified and mechanisms for resolution suggested as a result of the research findings.

Some recurring themes of this nature are:

1. There is a continuuous problem in identifying and utilizing effective internal communication channels even with respect to the same general issues;
2. Relations with community groups and individuals tend to be occasional or intermittent and ad hoc and depend more on the incentive of those outside the university rather than University initiative; correlatively there is a considerable amount of uncertainty about the "representativeness" of community claims on the university;
3. Among decision-makers in the University, there are inadequate mechanisms for evolving consensus; individuals pursuing the same general goals for community interaction need better opportunities to get together to work out a common approach.
4. There seems to be a lack of a "united front" with respect to relations with the public mass media which appears to engender inconsistency and some defensiveness on the part of University spokesmen which in turn relates to unsatisfactory coverage.

SUMMATION OF CURRENT STATUS OF COMMUNICATION RESEARCH AND PLANS FOR FUTURE PHASES

SUMMARY

The goal of the communications project is "to explore systematically the perceptions of the University held by a variety of relevant publics, to analyze the discrepancies between each of those perceptions and what a university really is and can do, and then to communicate to each of those publics a more realistic and accurate impression."[1] The first seven months of research have basically engendered descriptive material necessary for the fulfillment of this goal. The chart on page 141 outlines the publics that have been focused upon and the method with which their sources of communication have been studied.

A number of "relevant publics" have now been asked about their perceptions of the University's roles and how to best implement these roles. Students and alumni both feel the University's major responsibility is to teaching rather than to research; (but) there is disagreement concerning a third role: that of becoming more involved in the alleviation of urban problems. Although a high percentage of students favor active community involvement, the alumni show some hesitation in having the University take on more responsibility. Faculty and administrators displayed hesitation when questioned as to representation of University neighbors on the Board of Trustees. At this point, our data suggests a lack of basic consensus concerning further University involvement in community problems.

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[1] A. C. Van Dusen, "Proposal for Continuation of a University-Urban Interface Program - December, 1969," (Pittsburgh, Pa.: December, 1969), page 6.

The second general area for descriptive data has been to learn more about the sources through which the publics learn more about the University and communicate their ideas to the University. Some of the more visible communicating agencies have been studied, such as University publications and the public press. The content analysis of the messages these agencies send out give descriptive data about both the information content and image projection of these messages. Although the press projects a local rather than a cosmopolitan image of the University, there is little evidence to show that this local image relates to community interaction. Whether the messages reflect "what the public wants to hear" or indicate a reason as to why the public does not fully support University-community involvement is a yet unanswered question.

As the research moves from a descriptive to a more analytical phase, many of the questions posed throughout this early phase should yield to some explanation. We will want to understand more about how various publics influence University policy. And conversely, how is a public influenced to support University policy? We will need to learn not only where discrepancies lie in perceptions as to a university's roles but what part the communication process plays in altering these discrepancies. And finally, we will need to know the relationship between the stance taken by an agent of communication--as a reflector of the views of particular audiences or as an educator of new perspectives-and University-community interactions.

COMMUNICATION PROJECT

Outline of Research Activities

The Message and the Receiver

Information about recipient of message	Recipient of message	Information about message
Source of data:	Internal & External publics	Source of data:
Surveys and Interviews	Internal	Content analysis and interviews
Student Questionnaire (Complete)	Students	Pitt News (Complete) Magic Bus (Incomplete)
Governance Study (Carroll) (Ongoing)	Faculty	University Times (Complete) News & Publications News Releases (Incomplete)
Interviews with UUIP personnel (Ongoing)	Administrators	
	External	
Alumni Questionnaire (Complete)	Alumni	Alumni Times (Incomplete)
Arts & Sciences Questionnaire (Complete)		
Goals Questionnaire (Complete)	Community Leaders	Public media - Press and Post-Gazette (Complete)
Interview and survey (Incomplete)	Other publics	Public media (Complete)

COMPLETED, ON-GOING AND PROPOSED TASKS

June, 1971

Tasks according to the December, 1969 Proposal:

1. Identification of publics

   A. A number of defined publics appear in our system of coding for the content analysis. They have been modified when we analyzed our results. (Completed)

   B. Collect data on Publics' perception of role of University and their relation to it.

2. Selection of respondent groups

   A. Questionnaires to students sent out by mail November 2, 1970 and March 1, 1971, and questionnaires for alumni in the October issue of the Alumni Times. (On-going analysis)

   B. Interviews with persons who work: (1) for the University and local press (see last Progress Report under Communications, Phase II); (2) with community publics (Phase III); and (3) with radio and television station managers (Phase IV). (All planned to be completed by January 1, 1972)

3. Ascertain information and attitudes

   A. Content analysis and student and alumni questionnaires. (Partly completed)

   B. Development of model of information and communication flow. (Completed)

   C. Interviews with media people and publics. (Proposed)

   D. Interviews with Mr. Colangelo and Mr. Casey about the University's perception of public attitudes. (On-going)

4. Development of research techniques

   A. Content analysis and questionnaires. (On-going analysis)

   B. Interviews with and Goals questionnaire to influentials. (On-going analysis)

5. Panel and ad hoc studies

   A. Content analysis going on according to last progress report: analysis of four months of newspapers completed by February 15, 1971 (Phase I); analysis of radio and television communication, completed by January, 1972 (Phase IV).

   B. Volunteers' project will be undertaken through Koperek's office. (Alumni to conduct survey with UUIP assistance.)

   C. Study of University's internal communication by a committee in University Senate. Mr. Colangelo will keep us informed about this.

   D. Interviews with visitors to the University. (Proposed)

   E. Study of alumni funds. (Gemmell)

6. Monitoring and collection of communications emanating from the University

   A. Content analysis of Pitt News, University Times, Alumni Times, Pitt Parents, and the Magic Bus. (Partly completed)

      1. Media accuracy and reaction - accuracy of media will be examined by checking news releases against the local press. (Ongoing)

      2. In addition, the following five issues will be followed up over a one-year period: (a) financial support from Harrisburg; (b) black students; (c) campus expansion; (d) student policy changes; and (e) female rights. (Ongoing)

      3. Communication effectiveness - through the content analysis, the press will be checked against decisions made in the University and against its policy to see how they correspond. (Proposed)

      4. Channel and flow analysis - development of a chart of communication and information flow. (Ongoing)

   B. Making scrapbooks of events which will have impact on the public's attitude to the University.

   C. Content analysis of radio and television.

7. Firehouse Research

   A. Student survey at election recess concerning students' activities at that period. (Completed)

   B. Reporting from meetings in the community. (Ongoing)

   C. Making a file of articles on University-community relations. (Ongoing)

Number 7. continued.

D. Analysis of speeches. (Proposed)

E. The staff is always prepared to observe unanticipated events.

8. Evaluation and reporting. (Ongoing)

APPENDICES

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APPENDIX A

CODEBOOK FOR CONTENT ANALYSIS

VARIABLES FOR CONTENT ANALYSIS

Column No.	Variable No.	Variable Name
1-6		Identification Sequence
8	2	Type of Media
10	3	Media
11	4	Cosmopolitan - Local
12	5	Internal - External
15	6	Stereotype (exclusive) Clark and Trow Categories
		Images (non-exclusive)
16	7	Technological
17	8	Pure Physical Science
18	9	Social Welfare
19	10	Cultural Center
20	11	Service to Business
21	12	Pure Social Science
22	13	Complex Organization
23	14	Actors (exclusive)
24-25	16	Major Activity (exclusive)
26	16	Student Political Activism (added to Images)
		Targets or Publics (non-exclusive)
28	17	General Publics
29	18	Poverty Groups In General
30	19	Students
31	20	Academics
32	21	Researchers
33	22	Educators
34	23	Laborers
35	24	Ethnics
36	25	Businessmen
37	26	Government
38	27	Professionals In General
39	28	Parents (In General and Pitt)
40	29	Oakland Residents
41	30	Non-Urban
42	31	Medical Personnel
43	32	Social Service
44	33	Church and Religious Groups
45	34	Blacks
46	35	Artists and Musicians
47	36	Internationally Oriented
48	37	Women
49	38	Police
50	39	University Administrators

VARIABLES FOR CONTENT ANALYSIS CONT.

Column No.	Variable No.	Variable Name
51	40	Direction
53	41	News Release

CODEBOOK FOR CONTENT ANALYSIS

Column	Variable No.	Variable Name	Code	Description of Category
1-6		Identification of Sequence		Article number
8	2	Type of Media		
		News Release	1	
		Newspapers	2	
		Television	3	
		Radio	4	
		Interview	5	
		Word of Mouth	6	
10	3	Media		
		Pittsburgh Press	1	
		Post-Gazette	2	
		Courier	3	
		Oakland News	4	
		Pittsburgh Catholic	5	
		Jewish Chronicle	6	
		New York Times	7	
		University publication	8	Pitt News; University Times
		Other	9	
11	4	Cosmopolitan	1	The Cosmopolitan has some interest in the town, but he is oriented significantly to the world outside and regards himself as an integral part of that world. He resides in the town, but lives in the great society. He's ecumenical. Cosmopolitan news focus on problems of a national and international order. Namedropping of prestigious places, groups, individuals other than Pgh. or Western Penna.; involvement with international affairs, e.g., art shows, movies from Europe/Latin America shown at Pitt; visiting professors, international awards, Pitt student winning fellowship, permitting graduate work in Rome and Florence; American foreign policy.*

*See further explanations in Appendix A,

Column	Variable No.	Variable Name	Code	Description of Category
		Local	2	The Localite largely confines his interests to the community, it is essentially his world. He is preoccupied with local problems, to the virtual exclusion of the national and international scene. He is, strictly speaking, parochial. Local news refer to the problems almost wholly in terms of what they imply to him or his associates personally and the immediate effect they had on the town. Information is of particular interest to the Pgh/West. Penna. area, or to student/university community, e.g., Model Cities Project, Draft Counsel Office, appointments in University, student activities. (App. A_1)
		National	3	Subcategory to cosmopolitan; information is of national interest in geographical sense, e.g., student unrest, elections.
12	5	Internal	1	Singular activity is purely University of Pgh, e.g., administration--faculty appointments within University only; changes in curriculum.
		External	2	Article itself shows Pitt's involvement outside, e.g., community programs, lectures, art shows. Impact is outside the University community.
15	6	University Stereotypes		University as institution with the Clark & Trow categories.*
		Vocational	1	Emphasis on University as providing vocational training.
		Collegiate	2	Activities besides learning, e.g., sports, fraternities, and other social clubs.

*See further explanations in Appendix A_2

Column	Variable No.	Variable Name	Code	Description of Code
		Academic	3	Emphasis on University as providing a basic general education and appreciation of ideas; intellectual concerns and knowledge orientation.
		Non-Conformist	4	Criticism of the "Establishment" ranging from own college administration to the wider community and national issue.
		Absent	5	Does not fit Clark & Trow categories
		Images		Of Pitt as Institution (Not exclusive)
16	7	Technological		Computers--courses, uses in general; transportation, purely mechanical (engineering)
		Present	1	
		Absent	2	
17	8	Pure Physical Science		Abstract research; images of test tubes and white coats, e.g., moon soil research.
		Present	1	
		Absent	2	
18	9	Social Welfare		Services, community programs, action programs, e.g., campus security policy, UCJC, Student Help Center, food services, abortion clinic, legal advisory center, career development program, study of ghetto's co-ops.
		Present	1	
		Absent	2	
19	10	Cultural Center		Humanities, arts, music, movies
		Present	1	
		Absent	2	
20	11	Service to Business		Course offerings, lectures, advisory functions
		Present	1	
		Absent	2	
21	12	Pure Social Science		Social research findings, e.g., child development
		Present	1	
		Absent	2	

Column	Variable No.	Variable Name	Code	Description of Category
22	13	Complex Organization		University policies regarding expansion expansion, investments, library and supply acquisitions; tuition, student enrollment; personnel, employment, retirement, insurance, appointments, committees, tenure.
		Present	1	
		Absent	2	
23	14	Actors		Instigators of an action.
		University Organization	1	Body/center outside regular study, e.g., committee for Israel, Student Help Center, Abortion Referral Committee.
		Faculty	2	Teachers
		Students	3	Acting as individuals (not as member of an organization).
		Administrators	4	Chancellor, dean, Board of Trustees, etc.
		Local Citizens	5	Also local organizations, e.g., People's Oakland.
		Other	6	
24-25	15	Major Activity		The event or type of activity described.
		Movies	01	
		Concert and Art	02	Exhibitions, theatre plays
		Faculty Appointment	03	Can occur either internally (visiting professor) or externally (national and governmental committees).
		Discovery or Innovation	04	Discovery, i.e., research findings. Innovation includes new computers, changes in University policies, new committees, new centers, e.g., UCIC; new initiatives, e.g., Co-op, action program for equality in employment in respect to women and minorities, new workshops and overseas study programs, changes in curriculum, e.g., abolishment

Column	Variable No.	Variable Name	Code	Description of Category
24-25	15	Discovery or Innovation (Continued)	04	of requirement of foreign language, surveys to gather information concerning, i.e., international activities of faculty, personnel's wishes/ complaints; and attempts to organize staff.
		Research Grants	05	
		Action Grants	06	E.g., O.K. Moore's work, UUIP.
		Publications	07	Also appointment as editor of journal or book.
		International	08	Conferences; people from all over the world involved.
		Sports	09	
		University Cooperation with Pittsburgh	10	Community courses, planning, e.g., recycling center, Center for Educational and Curriculum Development to study, implement and improve educational services for schools in the Model Cities area of Oakland and the Hill District.
		Conflict between University and Community	11	E.g., People's Oakland opposed to Pitt's expansion plans; Montefiore Hospital asked to stop from using medical students to treat patients by a lawsuit filed by 44 physicians and dentists.
		Conflict Resolution	12	Can occur both outside and inside University; e.g., open symposium between students and administration "Both Sides Now" in order to offer possible solution to many of the problems facing the University.
		Explanation of Policy or Action	13	In a defensive way, e.g., Posvar explaining expansion as well as raise in room and board; defense concerning policy of Pitt not to participate in or intervene in

Column	Variable No.	Variable Name	Code	Description of Category
24-25	15	Explanation of Policy or Action (Continued)	13	any political campaign on behalf of any candidate.
		Professional	14	Students/faculty awarded degrees, honors, honorary degrees.
		Finance	15	All financial problems of Pitt, e.g., tuition, salaries, insurance plan, credit union.
		Other	16	E.g., naming building, University positions available, library and supply acquisitions.
		No Action, but Description	17	E.g., interviews on different topics like tenure, Kennedy's autopsy, education.
		Conferences	18	National or local; seminars at the University.
		Conflict within the University	19	E.g., racist policies in Pitt's athletic department, revealed by Black Action Society; complaints of personnel about holiday policies, six-credit staff scholarship limit, criticism of General Studies students on program and policy; move of Central Printing into the University Theatre Shop; Campus Police disturbed over proposed name change; boycott to improve J.M. Fields.
		Image		
26	16	Student Political Activism		E.g., Legal Awareness Committee, Angela Davis, freedom of student press, politicking of students.
		Present	1	
		Absent	2	
		Targets		Primary public to whom article is directed.

Column	Variable No.	Variable Name	Code	Description of Category
28	17	General Public		The information is primarily of general interest rather than to a specific group (not exclusive, i.e., can go together with specific group).
		Present (Yes)	1	
		Absent (No)	2	
29	18	Poverty Groups In General		The information does not single out any particular sub-group which is also identifiable as "poverty" prone, e.g., article on social welfare and food stamps.
		Present (Yes)	1	
		Absent (No)	2	
30	19	Students		
		Present (Yes)	1	
		Absent (No)	2	
31	20	Academia		Generalized academic community.
		Present (Yes)	1	
		Absent (No)	2	
32	21	Researchers		
		Present (Yes)	1	
		Absent (No)	2	
33	22	Educators		Those people primarily concerned with education either at the grade school, secondary level or at universities.
		Present (Yes)	1	
		Absent (No)	2	
34	23	Laborers		
		Present (Yes)	1	
		Absent (No)	2	
35	24	Ethnics		Include only white ethnics (Polish, Italians).
		Present (Yes)	1	
		Absent (No)	2	
36	25	Businessmen		
		Present (Yes)	1	
		Absent (No)	2	
37	26	Government		
		Present, but not defined	1	Government, in general, when level not mentioned.
		Absent	2	
		Federal	3	
		State	4	
		City	5	
		County	6	

Column	Variable No.	Variable Name	Code	Description of Category
38	27	Professionals		All professionals in general as a group. The information considered is to educated groups, e.g., University positions available, "New Professionals" conference.
		Present (Yes)	1	
		Absent (No)	2	
39	28	Parents		Parents of students as well as parents in general, e.g., homecoming weekend events for parents; findings on child development.
		Present (Yes)	1	
		Absent (No)	2	
40	29	Oakland Resident		Information is of particular interest to people who live around the University, e.g., expansion plans.
		Present (Yes)	1	
		Absent (No)	2	
41	30	Non-Urban		Rural population.
		Present (Yes)	1	
		Absent (No)	2	
42	31	Medical Personnel		Physicians, medical students, nurses.
		Present (Yes)	1	
		Absent (No)	2	
43	32	Social Service		Things of special interest to social workers or agencies (D.P.A., C.A.P., Model Cities).
		Present (Yes)	1	
		Absent (No)	2	
44	33	Church and Religious Groups		
		Present (Yes)	1	
		Absent (No)	2	
45	34	Blacks		
		Present (Yes)	1	
		Absent (No)	2	
46	35	Artists and Musicians		
		Present (Yes)	1	
		Absent (No)	2	
47	36	Internationally Oriented		Foreign students, clubs of foreigners (Samovar Club, Norwegian Club), Zionist movement.
		Present (Yes)	1	
		Absent (No)	2	
48	37	Women		
		Present (Yes)	1	
		Absent (No)	2	

Column	Variable No.	Variable Name	Code	Description of Category
49	38	Police		
		Present (Yes)	1	
		Absent (No)	2	
50	39	University Administration		
		Present (Yes)	1	
		Absent (No)	2	
51	40	Direction		Content of article positive or negative for University image.*
		Explicit Positive	1	Statements in article favorable for University.
		Implicit Positive	2	Action reported enhances image of University, e.g., student activity for raising money for Children's Hospital; Pitt's donation of scoreboard and sod to Oakland's Little League; LRDC education program; honors.
		Neutral	3	Announcements of seminars, conferences; description of interviews, research findings.
		Implicit Negative	4	Conflict is seen as negative, e.g., expansion, Montefiore lawsuit, criticism General Studies, Racist discrimination in athletic department, discrimination against women and minorities in employment, lack of communication between administration/students; financial problems.
		Explicit Negative	5	Statements attacking University, e.g., "Pitt never consulted the neighborhood before planning the (dorm) complex"; "The community is being neglected and should have a voice in University planning."
53	41	News Release		
		Yes	1	
		No	2	

*See further explanations in Appendix A_3

CONTENT ANALYSIS - PITTSBURGH PRESS AND POST-GAZETTE

All articles in the two local daily newspapers dealing with the University of Pittsburgh during the period September-December, 1970 were acquired through the clipping services of the Office of News and Publications and of our own office. The articles were numbered consecutively according to dates and catelogued according to months.

All were analyzed using our content analysis variables.

CONTENT ANALYSIS - PITT NEWS

In January, 1971 a random sample of Pitt News were drawn from all the issues (about 40) during the September-December, 1970 period. Every date was written on a slip of paper, and a sample of the following 10 was picked from that collection: September 16 and 30, October 9, 16, 23, 26 and 29, November 4 (2) and 9, and December 7.

Some of these issues were available in the Pitt News Office, and the rest were photo-copied from the collection in 124 C. L.

One of the drawn issues was of November 2. However, no paper was printed that day because of the election recess, so the following issue of November 4 was taken instead.

All articles of these issues were categorized according to their content in the following way:

1. Pitt University Activity: articles dealing with student activities, courses, staff policies, the faculty, administrative issues, etc.;

2. Non-University Activity: articles on general social, political, and philosophical topics;

3. Entertainment and Announcements (non-commercial): i.e., lectures, discussions, class schedules, parties, films, etc.;

4. Advertisements: commercial and classified ads;

5. Sports

An inch-of-space analysis was undertaken using the above categories.

The articles coded under "Pitt University Activity" and "Entertainment and Announcements" were analyzed according to the variables of the content analysis.

A description was made of the articles in the category "Non-University Activity." *

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* See Appendix D

Additional Categories for Pitt News Analysis

The category "national" was added to the "cosmopolitan-local" category, since it was observed that a great deal of Pitt News articles apply to national issues. It refers to national in a geographical sense, but can be seen as a subcategory to "cosmopolitan" in a sociological sense.

In this light, we can see to what extent Pitt students relate to and perceive themselves as part of the U.S. university and student body. "Cosmopolitan" would hide this particular aspect.

Major Activity

Category number 19: "Conflict within the University" added on the basis of observations from analysis of Pittsburgh Press and Post-Gazette as often occurring.

Actors

"Local Organization" added to "local citizens" as it was observed that organizations were mentioned almost exclusively as actors from the community.

Targets

Category number 50: "Administrators of University" added based on observations of Pitt News articles which often deal with the University administration.

CONTENT ANALYSIS -- UNIVERSITY TIMES

In February, 1971 a random sample was drawn of the nine University Times issues published between September-December, 1970. The following were drawn: October 1 and 15, December 10 and 22. The issue dealing with University expansion (November 16) was selected purposely because of its relevance to the University-Urban Interface Project.

The complete content of each issue was divided into the three following broad categories:

1. University of Pittsburgh Activity: articles dealing directly with the University;

2. Related to University of Pittsburgh: articles on general topics discussed by Pitt personnel and where Pitt is used as an example;

3. Non-University Activity: articles in which Pitt personnel discuss general topics.

All articles were analyzed according to the content analysis variables. In addition, a description was made of the articles as a supplement to clarify the extent, depth, and direction of their contents.*

---

* See Appendix E

Description of Categories for University Times Analysis

Major Actions:

"Positions available" was coded under the category "Other" (No. 16)

Interviews on different topics were coded under the category "No action - description" (No. 17)

Images:

Listings of "recent grants" -- each group of grants was coded according to its field

Additions to Categories:

Image: "University as big business" -- complex organization, institution. Includes articles on employment, appointments, etc.

Major action: "Finance" -- includes acquisition of supplies

APPENDIX A1

ON COSMOPOLITANISM VS. LOCALISM

A study done by Merton in the area of Media and Leadership, related to the type of news leaders in the community concentrated on.

The formal aims were:

1. To identify types of people regarded as variously influential by their fellows.

2. To relate patterns of communications behavior to their roles as influential persons.

3. To gain clues to the chief avenues through which they came to acquire influences.

4. To set out hypotheses for more systematic study of the working of interpersonal influence in the local community.

The results showed that there were two main types of influentials: (a) Local and (b) Cosmopolitan. The classification was in terms of influentials' orientation toward local and larger social structures and centered on the grounds for influence and the ways in which this influence was exercised.

Orientation: refers to the theme underlying the complex of social roles performed by an individual. It is the (tacit or explicit) theme which finds expression in each of the complex of social roles in which the individual is implicated.

The terms do not refer to the regions in which interpersonal influence is exercised. Both are effective almost exclusively within the local community. The chief criterion for distinguishing between the two -- Cosmopolitan-Local -- is found in their orientation toward the town or place. The Localite largely confines his interests to the Community, it is essentially his world. He is preoccupied with local problems, to the

virtual exclusion of the national and international scene. He is, strictly speaking, parochial. The Cosmopolitan has some interest in the town, but he is oriented significantly to the world outside and regards himself as an integral part of that world. He resides in the town, but lives in the Great Society. He is ecumenical.

Cosmopolitan: focus on problems of a national and international order.

Local: refer to the problems almost wholly in terms of what they imply to him or his associates personally, and the immediate effect they had on the town.

The type of magazines read determine Cosmopolitan vs. Local; the type of items read determine Cosmopolitan vs. Local.

Cosmopolitans: read more general and abstracted items.

Locals: read more interpersonal items. (See Social Theory and Social Structure)

* * * *

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APPENDIX A2

Clark and Trow Categories - College Stereotypes

The following classification of college students into four subcultures focuses on the aspect pertaining to development of the mind and seeking to determine the outcome of students' orientation and informal life for the purposes most citizens and educators see as central to the schools. The categorization emerges analytically from the combination of two factors: (a) the degree to which students are involved with ideas and issues other than those minimally required for their attaining their degree, and (b) the extent to which students identify with their college.

		Involved with Ideas +	Involved with Ideas -
Identify with their college	+	Academic	Collegiate
	-	Non-Conformist	Vocational

The Collegiate Subculture:

The most prevalent stereotype of college life in America from the late 1950's data. It encompasses what would be called "All-American" type: football, fraterities, sororities, dates, cars, drinking, and healthy campus fun. The leading symbols would be the star athlete, the homecoming queen at the fraternity dance.

This system contains values and activities that generate strong attachments and loyalties to the college, but it is indifferent and resistant to any demands put by faculty for any involvement in ideas or issues that transcend the requirements sufficient to obtaining the diploma. It is characteristically upper and upper middle class, and is found mainly in the large universities (Ivy league).

The Vocational Subculture:

The background of the students in this subculture is working class and lower middle class. Most of them are working during their college years and see their education as a means to better their vocational chances in the future. They see the principal goal of a college education "to provide vocational training."

Usually these students have little attachment to their college, which to them is an adjunct to the world of jobs; and they are likely to have little social unity as a group.

They are found largely in public institutions.

The Academic Subculture:

This is the subculture of the "serious students." Their system of values revolves around their identification with the intellectual concerns of the serious faculty members. They are hard working, attain superior grades, and are knowledge oriented. To them, college education provides a general education and appreciation of ideas, and usually they look forward and aim to graduate work.

Distinctive of them is their pursuit of ideas beyond the minimum for passing and their identification with their college and faculty.

The Non-Conformist Subculture:

The students in this subculture are dissident and critical of the "Establishment." They seek to be independent, and their objects of criticism range from their own college administration to the wider community and national issues. They have a distinctive quality of rather aggressive non-conformism which usually includes critical detachment from their college.

This category's object seems to be to provide some intellectual substance to the idealism and rebelliousness of adolescence; these students pursue an identity as the primary and often self-conscious aim of their education.

Their symbols are distinctive -- hippie types.

* * * *

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APPENDIX A3

ON IMPLICIT POSITIVE/IMPLICIT NEGATIVE

Defining our values as to what issues have positive/negative implications for the University of Pittsburgh, the following was agreed upon:

Positive Implications: Pitt students, staff and faculty receiving awards, fellowships, honors, appointments, etc.

Negative Implications: Crime, discrimination, conflicts without resolution or defense.

APPENDIX B

DERIVING THE CATEGORIES

The staff was asked to look over fifty-two items selected from the press and relaying certain messages about Pitt. The aim was to give the subjective impression one and each individual staff member got from reading each item, then to write for every item that subjective impression.

The result of the classification showed a great difference and a wide range of diversity. This was interpreted to mean that different ideas could be carried away from the same news item, by different people. More than that, it became apparent that there were two kinds of possible classification, one of which is a sub-classification of the other. In other words, two different people may classify the same article in two different categories, and in that major classification, different people might categorize it according to finer shades of differentiation.

This finding led us later to include a very wide range of possible ideas that could be relayed from the articles and those sub-categories along with the broader categories combined to form the basis of our coding book.

Examples

Article	Staff Member	Comments/Subjective Impressions about Article
6	A	Impressed, but so what?
	B	New staff, medical technological chairman
	C	Labs, busy bodies, medical records
10	A	- - - - -
	B	Promotions, faculty-prestige
	C	Making room for old professors
21	A	Great - something for everyone
	B	Interesting and relevant - but for general studies?
	C	Free parking--innovation! adult education, community service

Examples Continued

Article	Staff Member	Comments/Subjective Impressions about Article
27	A	Interesting for all
	B	Appeal to students
	C	Free movie, sounds sexy
36	A	Very personal; local/city-wide interest
	B	Innovative curriculum
	C	Progressive business school; theory--general system

APPENDIX C

CONCEPT AMBIGUITY AND INTERCODER RELIABILITY

In the very earliest stages and immediately after we had tentatively selected some concepts that would categorize the different areas in which the public could possibly form images about Pitt, three of the graduate students on the staff were asked to code fifty-two published articles about Pitt. The selected areas were the following:

1. Local - Cosmopolitan
2. Cultural Center - Service to Business World
3. Internal - External
4. Technology/Pure Physical Science - Social Welfare

The results are shown in the following pages. Some very interesting features in the table give rise to certain speculations about the concepts used for classification. Two categories, Local - Cosmopolitan and Internal-External, show a relatively very low number of items not coded, about 10% of the total (combined for the three coders) as compared for about 50% for the other two categories.

In the first two categories (low on uncoded), there was an extremely high correlation between two coders, and the third did not deviate too far. While on the two categories that were high on uncoded items, we find one category of seemingly high correlation between two coders, but their percentage of rejection was about 75%, while the third coder varied from them by a very significant margin, both in the uncoded percentage and in the percentage for the coded dimensions. The other category is without practically any correlation between any of the three coders.

The above suggests that: (a) at this early stage, the staff and coders were not aware of the specifics of each concept. They were not sure of the meaning of the concepts and there was a lack of any reliable operational definitions that could reduce the effect of the personal factor. (b) All the same, four concepts seemed to be of a more clear and unambiguous nature: Local - Cosmopolitan, Internal - External. This shows from the low number of uncoded items, and from the high correlation between two of the three coders. Lack of reliable operational definition explains the third coder's deviance. (c) A third and final important suggestion is the validity of the concepts. The ultimate aim of this project is to study the actual images publics have or get from reading published material, and those publics are categorizing and classifying Pitt without any help of any operational definition. The results show that undisputably there is a great amount of ambiguity and difference between different people in their conception of the discussed categories, not to mention the individuality that goes in the actual classification process. This point should be taken into consideration if and when a comparison would be made between the hypothesized public opinion, evolved in the offices from the available date, and the actual public opinion, obtained from data received in a projected field study.

INTERCODER RELIABILITY SHEETS

Table of Scores

Coder	Local	Cosmopolitan	Not Coded	N
Marilyn	14	34	4	52
Ray	15	31	6	52
Marc	23	24	5	52

* * *

Coder	Cultural Center	Service to Business World	Not Coded	N
Marilyn	36	10	6	52
Ray	11	4	37	52
Marc	12	8	32	52

* * *

Coder	Internal	External	Not Coded	N
Marilyn	22	24	6	52
Ray	14	33	5	52
Marc	29	16	7	52

* * *

Coder	Technology/ Pure Phys. Sci.	Social Welfare	Not Coded	N
Marilyn	5	39	8	52
Ray	7	4	41	52
Marc	11	21	20	52

APPENDIX D: DESCRIPTION OF ARTICLES OF THE PITT NEWS

A random sample of Pitt News was drawn from all issues during the period September to December, 1970. The issues drawn were September 16 and 30, October 9, 16, 23, 26, and 29, November 4 and 9, and December 7.

Five broad categories were used to describe the content of material in the Pitt News:

1. University of Pittsburgh Activity
2. Non-University Activity
3. Entertainment
4. Advertisement
5. Sports

An inch of space analysis was made using the above categories. Then, all of the articles coded under "Non-Pitt Activity" were re-read and divided into the following subcategories in terms of the subjects dealt with.

1. Community Organization
2. Drugs and Abortion
3. American Foreign Policy
4. Freedom in America
5. Philosophical and Idealogical Issues
6. Foreign Political Issues
7. Domestic Politics
8. Environment
9. Education
10. Poverty
11. Miscellaneous

Sample of Description of Articles of the Pitt News in the "Non-Pitt Activity" Category:

Philosophical and Ideological Issues

- "Patriotism and Politics" - The true patriot owes his ultimately loyalty not to himself, not to the laws of his country but to the service of the ultimate good of all men; he applauds his country when it is right, and opposes it when it is wrong.

Article against the idea of socialism as a "New Racism" stressing the value of Marxian socialism in the black liberation struggle.

Drugs and Abortion

- Letter to Pitt News agreeing with previous letters opposing abortion or condemning it, "but we also realize that we cannot extend our beliefs to the point that they become an imposition upon the beliefs of others." The only way to put an end to the dangers of illegal abortion is to legalize it.

- "Speed" group of drugs known an amphetamines causes a disease which can result in a fatal blockage of the arteries.

Foreign Political Issues

- Israel hit as imperialistic by expert in Middle East politics. The 25 students present at the informal discussion were hostile against his views and politics.

- "Greek Story Oversimplified" - Letter defending Greece and attacking France, Italy, and England as only democratic in respect to themselves, not to their colonies.

Domestic Politics

- Mid-term election. Colorful Senate races. Historical analysis of mid-term elections permits one very definite generalization--the President's party loses seats in the House of Representatives.

- Lindsay and Agnew endorse opposition. Both of these endorsements may be viewed as steps towards realignment of the two-party system.

APPENDIX E: DESCRIPTION OF ARTICLES IN UNIVERSITY TIMES

Four University Times were randomly selected from the nine issues dating from September, 1970 to December, 1970. A fifth issue dealing with University expansion was purposely chosen because of its content's particular relevance to the University-Urban Interface project.

The complete content of each issue was divided into three broad categories as follows:

1. University of Pittsburgh Activity: articles dealing directly with the University;
2. Related to University of Pittsburgh: articles on general topics discussed by Pitt personnel and where Pitt is used as an example;
3. Non-University Activity: articles in which Pitt personnel discuss general topics.

Sample of Articles

1. University of Pittsburgh Activity

Meeting with faculty members of 4 regional campuses organized into Regional Campus Faculty Senate (2 members from each). Revising of by-laws. RCFS organized to advise on academic policies, salary and ranking scale procedures and relations between campuses and their communities. Dr. Rose encouraged work toward representation in decision-making bodies of the University. (10-1-70)

The Expanding Campus

Deterioration of the faculty-student ratio; overcrowded classrooms and facilities: resolution to reduce student body and suspend all plans to construct new buildings of political scientist Irwin J. Schulman. Myth that the University of Pittsburgh is under some obligation to the State of Pennsylvania to expand and to serve more and more students. The urban University has a responsibility to serve the needs of the broader community and must have concern for the future of the City, and not tromp on the little people as a corporate giant.

According to Posvar: "The University has tried to establish a policy of complete candor and open declaration of our plans." Proposal to establish a storefront relocation office is being considered by the University Administration. Community opposes Hillside Dorms as well as Falk School traffic

inconveniences, air pollution, student pollution, etc. Boundary agreement is somewhat doubtful, since present administration cannot absolutely bind any future administration to agreements made by Posvar. Health Center plans will take rest of Oakland. Solution in regional campus expansion? Last alternative offers the "new University" philosophy: open admission, community control, combination of stores, apartments, classrooms, and student housing within the same buildings. (11-16-70)

Blue Cross, Shield, Open Enrollment

Special enrollment period to accommodate a number of teaching assistants and other part-time employees on regular monthly salaries who are eligible to enroll. (11-16-70)

Faculty Briefs

Dinner honorations, appointments, fellowships. (12-10-70)

On Campus

University announcements. (10-12-70)

University Positions Available

(10-12-70)

* * * *

2. Related to University of Pittsburgh

Staff session with Skrabut on the elimination of some disparities between staff and faculty salaries. About the Employee Handbook, new staff policies encourage employees to make a long-term career at Pitt. On unionization, grievance situations (complaints), tuition payment for spouses of staff personnel, differences between staff/faculty spouses' benefits, holidays, vacation. To encourage staff to communicate with Personnel Office. (10-1-70)

Chancellor, Council Discuss Expansion Policies

Chancellor said . . . "If the University proliferates without careful planning and public disclosure of its plans, it produces a zone of anxiety, hostility, and depression on it periphery" . . . Concerning Oakland investments: "We want to have a voice in the development of Oakland. If someone wants to come in and bulldoze an area, we want to have a say in it. It is prudent for us to have properties for that purpose."

Other news: day care center, demolition of Forbes Field, M. L. King Day, etc., and figures and trend of applications. (12-22-70)

BAS Charges Racism in Pitt Athletics

Black Action Society called the University's response to their demands negative.

The BAS and the University statements are reprinted.

University: very defensive and showing that there is very positive trend favorable for the blacks in Athletics Department. (12-22-70)

* * * *

3. Non-University Activity

New Method of Psychotherapy

A book by Dr. Lewin, M. D. of the Medical School. Psychotherapeutic treatment must be shorter, say many people here. Psychiatrist must be more active in this new technique. Book also deals with psychosexual development of women. (10-1-70)

Professor Timm of Educational Research is working on a plan to recycle certain kinds of garbage. Started a center. Hard to find institutions equipped to recycle. Now parking lot where people bring their refuse -- sorted -- loaded. Alcoa interested in recycling cans. Glass to be recycled by Glenshaw; also used computer cards from CC and AS. Two companies agreed to accept newspapers.

Tin cans 55% of solid waste; takes years to decompose. Storage for cans necessary. GRIP (Group for Recycling in Pittsburgh) - cans are only things keeping from opening Recycling Center. (10-1-70)

Permissiveness in Child Rearing - "Did pusillanimous pussyfooting cause unrest or did yammering yesism create tyrannical teens?"

Sprio T. Agnew: "This pervasive policy of permissiveness has turned out to be a tragic mistake. It has replaced respect for authority with fear of repression."

Four people (Chairman of Child Development Department, a child psychiatrist, a mother, and the medical director of the Arsenal Family and Children's Center) are interviewed. Without exception, the interviewees agreed that to blame permissiveness for what is happening in the total society is "to make seem too simple what is actually a very complex problem." They also defended Dr. Spock's philosophy of child rearing. They indicated a high degree of respect for what young people are trying to do, but none approved of the violent tactics adopted by what they all feel is a minority of "highly intelligent, highly vocal, hard-core activists." (12-10-70)

* * * *

Complete description of articles available in UUIP files.

APPENDIX F

STUDENT QUESTIONNAIRE TIME I

35. Rank the following in order of their importance to you as sources of information (1 = most important).

	About the University	General News	Politics	Entertainment
Radio				
Television				
Newspapers				
Magazines				
Friends				
University Publications				

36. How often do you read the following publications? (Please check " " appropriate box.)

	Never	Sometimes	Often
Pitt News			
University Times			
Alumni Times			
Pitt Magazine			

Please check ( ) those categories that best describe your evaluation of the publications.

	INFORMATIVE		ACCURATE	
	Yes	No	Yes	No
Pitt News				
University Times				
Alumni Times				
Pitt Magazine				

APPENDIX G

STUDENT QUESTIONNAIRE TIME II

We would like your opinion concerning the various information sources available to students.

Rank the following in order of their importance to you as sources of information (1 = most important).

	10. About the University	11. General News	12. Politics	13. Entertainment
Radio				
Television				
Newspapers				
Magazines				
Friends				
University Publications				

We are interested in determining the accessibility of publications to students. Place an "X" in the box which best describes the convenience of the distribution spots for the following:

		1)Very Convenient	2)Sometimes Convenient	3)Not Convenient
14.	Pitt News			
15.	University Times			
16.	Alumni Times			
17.	Pitt Magazine			
18.	Magic Bus			
19.	Pittsburgh Press and/or Post-Gazette			

How often do you read the following publications? (Please "X".)

	1) Never	2) Sometimes	3) Often
20. Magic Bus			
21. Pitt News			
22. University Times			
23. Alumni Times			
24. Pitt Magazine			
25. Pittsburgh Press			
26. Pittsburgh Post-Gazette			

27. In the newsmedia (press, radio, television), do you think the University is presented as being mainly (check one):

____ 1) geared to scholars and liberal arts education
____ 2) geared to skilled technicians and professionals
____ 3) representing interesting social life
____ 4) presenting social change and/or innovation
____ 5) concerned with expansion, investments, etc.
____ 6) as not having any particular orientation
____ 7) other (specify) _____

28. In the newsmedia, do you think the University of Pittsburgh is presented as being mainly (check one):

____ 1) oriented to the local community
____ 2) oriented to the larger world

Do you think the following publications are informative about the University of Pittsburgh and give an accurate picture of the University as you know it? (Please "X" those categories that best describe your evaluation of the publications.)

	INFORMATIVE 1) Most of the time	2) Some of the time	3) Never	ACCURATE 1) Most of the time	2) Some of the time	3) Never
29.-30. Magic Bus						
31.-32. Pitt News						
33.-34. University Times						
35.-36. Alumni Times						
37.-38. Pitt Magazine						
39.-40. Pittsburgh Press						
41.-42. Pittsburgh Post-Gazette						

If you marked any of these papers as giving an inaccurate picture of the University, please specify those areas which were/are presented inaccurately.

_____

_____

_____

Do you think the following publications generally present the University positively, neutrally, or negatively? (Please "X".)

	1) Positively	2) Neutrally	3) Negatively
43. Magic Bus			
44. Pitt News			
45. University Times			
46. Alumni Times			
47. Pitt Magazine			
48. Pittsburgh Press			
49. Pittsburgh Post-Gazette			

Do you think that the following publications are informative about Pitt students and give an accurate picture of the students as you know them? (Please "X" those categories that best describe your evaluation of the publications.)

	INFORMATIVE			ACCURATE		
	1) Most of the time	2) Some of the time	3) Never	1) Most of the time	2) Some of the time	3) Never
50.-51. Magic Bus						
52.-53. Pitt News						
54.-55. University Times						
56.-57. Alumni Times						
58.-59. Pitt Magazine						
60.-61. Pittsburgh Press						
62.-63. Pittsburgh Post-Gazette						

If you marked any of these papers as giving an inaccurate picture of Pitt students, please specify those areas which were/are presented inaccurately.

_____

_____

_____

Do you think the following publications generally present Pitt students positively, neutrally, or negatively? (Please "X".)

	1) Positively	2) Neutrally	3) Negatively
64. Magic Bus			
65. Pitt News			
66. University Times			
67. Alumni Times			
68. Pitt Magazine			
69. Pittsburgh Press			
70. Pittsburgh Post-Gazette			

APPENDIX H

ORGANIZATION AND ACTIVITIES OF OFFICE OF NEWS AND PUBLICATIONS

TO: A.C. Van Dusen

FROM: J. G. Colangelo, Jr.

DATE: April 19, 1971

SUBJECT: Outline of duties and Responsibilities of University News and Publications Department

A. The Department's total responsibilities are:

1. Advisory -- Our principal function is to advise the administration on the public relations ramifications of its actions, or inactions. We also occasionally draft speeches and articles for the Chancellor and/or other members of the Administration; accompany members of the Administration on trips to Harrisburg for public hearings and arrange press coverage there; provide whatever advisory and press relations services that may be required by the Board of Trustees (announcement of Board actions, for example), and also provide special materials, such as charts and reports. We also prepare the University budget presentation to the Commonwealth (a condensed version of the main budget report).

2. Area Representation -- Representatives in our office work closely with the University area assigned to them and, based on an intimate understanding of the problems each area faces, they provide a complete public relations service. The service includes guidance on news material, writing press releases and publications and handling related matters.

3. Publications -- Our staff is responsible for the writing, editing, design, purchase and production supervision of all official University publications whose primary audience is external. (This includes students, faculty, parents, foundations,alumni, etc.) We also have responsibility for selected internal communications. We maintain a printing budget of $307,088 annually. (Because many jobs are billed directly to University departmental budgets, we also are responsible for an additional $202,000 in printing.)

Here is a listing of the types of publications for which this Department is responsible:

1. Bulletins -- All official catalogues for the schools and divisions of the University, as well as special catalogues for freshmen.

2. Brochures -- These are materials which announce programs, inform students or describe events at the University, such as the brochure describing offerings in the School of Health Related Professions, and brochures describing lectures, art exhibits or special courses.

3. Posters -- These are usually announcements of scholarships, fellowships or programs which are sent to other colleges and universities for recruitment.

-more-

4. Pitt Magazine -- Issued quarterly, with a circulation of 20,000. Aimed at keeping alumni informed about the campus.

5. Annual Report -- Issued yearly, as required by state law (appears as final issue of Pitt Magazine.)

6. Pitt Physician -- Issued quarterly, as a supplement to Pitt Magazine, its circulation is 6,000. (Cost of this publication is underwritten by contributions from medical school alumni.)

7. University Times -- Issued bi-weekly (except during August), this publication is aimed at informing faculty, students, alumni and friends of the University. Circulation is 15,000 in winter and 12,000 in summer.

8. Alumni Times -- Issued quarterly, this publication is distributed to all alumni, trustees, legislators and parents of students. Its circulation is 105,000.

9. The Search -- Aimed at informing all units of the University Health Center about the activities of the other units. A new publication, its circulation is 3,000 at present. Budget comes from Health Center Funds.

10. Newsletters -- This department publishes five newsletters, four of which appear semi-annually and one which appears bi-weekly. Circulations range from 500 to 6,000. Aim of each publication is to inform each area of news.

11. Advertising -- We are responsible for local and national advertising for special programs or services (General Studies course offerings, ad schedule for Knowledge Availability Systems Center). We also will begin, this Fall, to film and place television commercials of a public service nature.

12. Graduate School of Public Health Newsletter -- A new publication, with a circulation of 2,000, it currently is issued semi-annually.

13. Pharmacy Newsletter -- A new publication, with a circulation of 6,000, it is issued semi-annually.

14. Public Service Television Announcement -- Begun this year, it is circulated to approximately 50 TV stations in the U.S.

Here is a breakdown, by area, of the number of various types of publications each department receives:

Administrative and other	--	50
News and Publications	--	35
Athletics	--	16
College of Arts of Sciences	--	25
Faculty of Arts and Sciences	--	115

General Studies	--	30
KASC	--	15
Regional Medical Program	--	20
Admissions	--	10
University Center for International Studies	--	20
Office of Cultural and Educational Exchange	--	30
Health Center	--	15
Health Related Professions	--	8
Nursing	--	3
Public Health	--	6
Pharmacy	--	5
Dental Medicine	--	12
Medicine	--	45
Development and Alumni Affairs	--	345
Regional Campuses	--	6
Education	--	45
Engineering	--	20
Business	--	40
Graduate School of Public and International Affairs		70
Law	--	2
Social Work	--	7
Graduate School of Library and Information Science		5

B. News

Our staff handles all of the University's relations with the local and national press, radio and television. This involves the following:

1) Press Releases -- Averaging 55 a month.

2) Press Conferences -- Averaging 1 a month.

3) TV, Radio Appearances -- Averaging 7 a month.

4) Special features -- Averaging 14 a month.

5) National media -- Visit with, or telephone, key national editors (New York, Washington) and acquaint them with some of the activities at Pitt, and arrange for coverage and inclusion in round-up stories.

2. The Department is organized as follows:

A. Director -- Supervises overall program, provides administrative consulting services, deals personally with particular local publicity problems and with key national editors and writers.

B. Associate Director -- Has overall responsibility for news, makes assignments to staff, deals with reporters' inquiries, edits news copy, assumes duties of Director in his absence.

C. Special Projects Writer -- Does special writing on major projects, assists departmental representatives in peak periods, writes and edits Alumni Times.

D. Representative-Provost -- Works with the Schools and Division in this area and provides news and publications guidance. Assisting her are persons assigned to professional schools and Faculty of Arts and Sciences, and the administration.

E. Representative-Administration -- Works with Administrative Offices in providing news and publications guidance.

F. Representative-Health Professions -- Works with the six schools of this area, and has the additional responsibility of public relations for the six member hospitals of the University Health Center. She is assisted by one person.

G. Editor-University Times -- Has overall responsibility for the University Times. She has a staff of two.

Each of these persons provides the department with its day-to-day, comprehensive coverage of the University's areas and is the main means by which the total communications service described earlier is provided.

H. Production Supervisor and Bulletin Editor -- Responsible for editing all of the offical bulletins of the University, for purchasing (through competitive bids) the external printing, and for overseeing the production of publications after their writing has been completed.

I. Staff Artists -- Three persons design all of our publications and do the special artwork needed for all of our efforts.

J. Librarian -- Files all clippings which come into the office, and is in charge of The University Speaker's Bureau. She also maintains files on faculty and administration members, and general information files. She also prepares the "University Calendar" feature in University Times.

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APPENDIX I

ORGANIZATION AND ACTIVITIES OF DEVELOPMENT AND ALUMNI AFFAIRS

Orientation by Program Type

A	B	C	D
Limited Capital Campaigns	Continuing Annual Programs	Deferred and Special Gifts	Special Project Funding

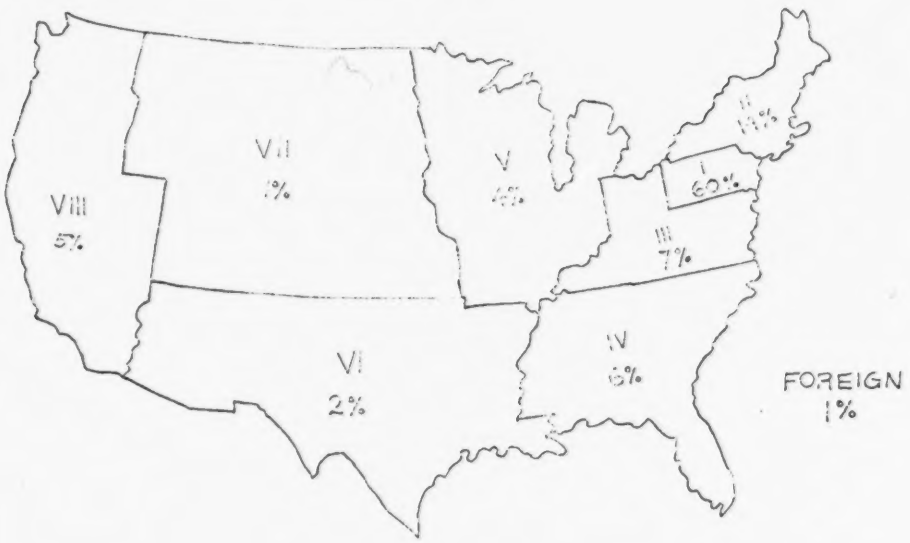
Orientation to Principal Sources of Support

A	B	C	D
Corporations	Alumni	Other Individuals	Foundations

Service to University Schools and Related Organizations

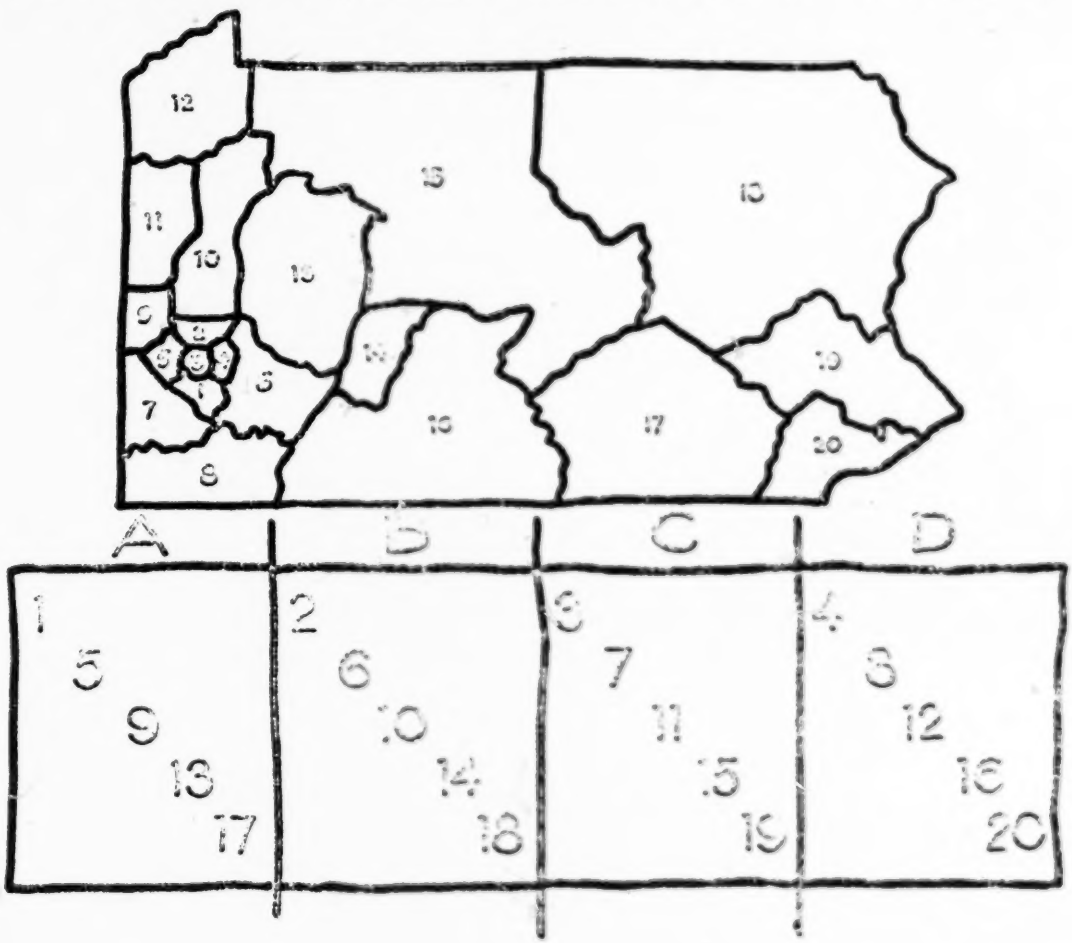
A	B	C	D
Business College	Engineering GSPIA	Health Related Law	Nursing Pharmacy
Dental Medicine	General Studies	Library	Public Health
Education	Arts & Sciences	Medicine	Social Work

RELATIONS WITH REGIONAL ORGANIZATIONS



A	B	C	D
I	III	V	VII
II	IV	VI	VIII

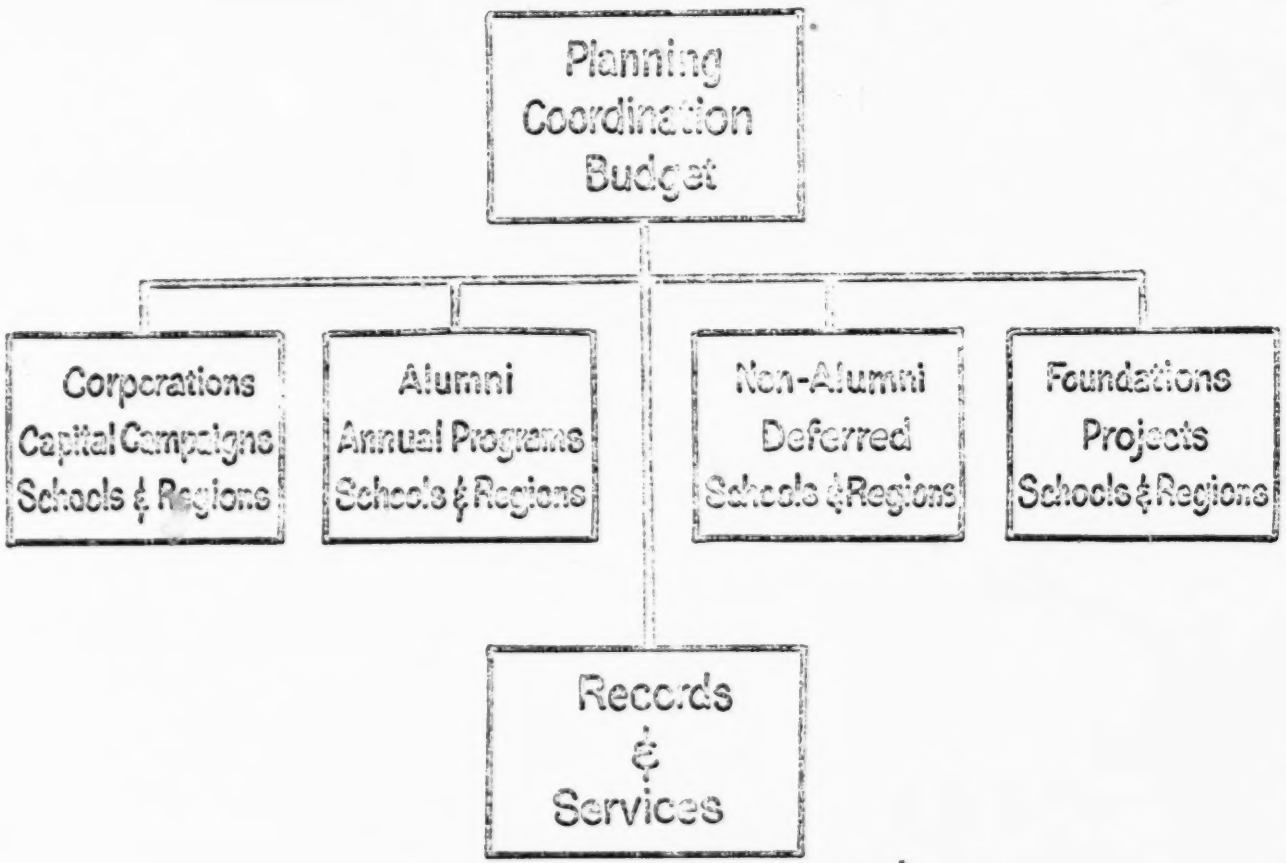
PENNSYLVANIA
REGIONAL ORGANIZATION



DEVELOPMENT AND ALUMNI AFFAIRS
SUMMARY OF ACTIVITIES

	A.	B	C	D
PROGRAM	CAPITAL	ANNUAL	DEFERRED	PROJECTS
SOURCES	CORPORATIONS	ALUMNI	NON-ALUMNI	FOUNDATIONS
SCHOOLS	Business College Dentistry Education	Engineering GSPIA Gen. Studies GAS	Health Related Law GSLIS Medicine	Nursing Pharmacy Public Health Social Work
REGIONS: PA.	1, 5, 9, 13, 17	2, 6, 10, 14, 18	3, 7, 11, 15, 19	4, 8, 12, 16, 20
U.S.	I, II	III, IV	V, VI	VII, VIII

PROPOSED ORGANIZATION
DEVELOPMENT AND ALUMNI AFFAIRS



APPENDIX J

EXCERPTS FROM ARTICLES ON THE UNIVERSITY OF PITTSBURGH

The following article was compiled from excerpts of a series of articles under the heading "Pittsburgh: The Rocky Road to Academic Excellence," written by D. S. Greenberg and published in Science, Vol. 151, February, 1966.

The second article appeared in the Pitt News in March 26, 1971.

* * * *

In 1955, before the "excellence" delirium spread through American higher education, the University of Pittsburgh committed itself to becoming an elite institution.

Though a long upward climb would be necessary for most parts of the 168-year-old commuter school. Pitt's officialdom confidently proclaimed the ultimate objective: "the trustees have set forth new goals," said Alan M. Scaife, chairman of the board, "which when realized, will place the University of Pittsburgh among the leaders of the world's great universities." He added, "We are fully aware of all that this will require, and we intend to provide it." . . .

. . . Ten years after Scaife's proclamation Pitt was far from crowding "the leaders of the world's great universities." But it had clearly become good in many departments and at least very good in others. It had elevated its admission standards, doubled the faculty, tripled the physical plant, established a flock of new graduate programs, all the while holding to the 1955 enrollment of approximately 17,000. Graduate students with portable fellowships, a group inclined to be sensitive to the realities of academic quality, were drawn to Pitt in increasing numbers. And on prestigious campuses throughout the nation, department chairmen and deans came to regard Pitt as a raider worth minding, which is one reliable index of what's up in the university world.

Thus, last year after a decade of striving, Pitt was pointed toward betterment and was moving rapidly. As it turned out, however, Pitt last year was also dead broke--with accumulated deficits of nearly $20 million--and at least temporarily disowned by the power structure that had declared and endorsed the

university's aspirations. Pitt, a private institution, had literally run out of money and credit--to the point where amidst great humiliation and recrimination, it had to appeal to the state for a $1.25-million emergency grant to meet the June payroll. (Among other things, the request for state aid provided one legislator with the opportunity to lecture Pitt on its selective standards of admission: "It's the C plus and C minus students who are the backbone of this country," he declared.)

But the money was only a symptom. The ascent to excellence can be a savage and alienating process --and in the case of Pitt it was indeed savage and alienating. In the rich city of Pittsburgh, the university, with the leaders of some of the nation's wealthiest corporations and families sitting on its board, was forced to seek public help to meet its commitments. To protect the laboriously built academic program, some 200 janitorial and clerical workers were fired; and the administration instituted a drastic cost-cutting campaign which extinguished every other light bulb in the corridors and cut down on window washing and trash collection.

Chancellor Edward H. Litchfield, who had been hired at the very beginning to implement the board's designs, found his position untenable. Frank Denton, a Pitt board member who is vice chairman of the Mellon National Bank and, in effect, prime minister of the Richard K. Mellon empire, publicly stated that, when he learned of the university's plight, he advised Litchfield to get "some partners in crime"--meaning, Denton explained, some assistance in handling the university's financial affairs. (When Denton, a poor-boy college dropout who made good, is asked why the Mellons didn't quietly bail out the university to spare Pitt its trauma, he replies: "Don't ask me, I just make the money, I don't give it away.") By last spring, the atmosphere surrounding Litchfield had become highly acrimonious. Toward the end of May he suffered a mild heart attack, and thereafter was effectively out of university affairs.

Meanwhile, the bankers and industrialists of Pittsburgh quietly observed the agony of the university, and, as if to signal the feelings of the local sovereigns, Richard K. Mellon, who is the past had been an extremely generous supporter of Pitt, announced $7 million in grants to two neighboring institutions, Carnegie Tech and Duquesne. Toward the end of July, Litchfield resigned. And just last month, a study financed by the Ford Foundation recommended that the

University of Pittsburgh scale down its aspirations, seek greater state support, and recognize that "it takes time, judgment, dedication, money, and good luck to build a great university."

Walking on the Edge

In the relatively short period of 10 years, the University of Pittsburgh had traveled an impressive distance toward its ambitious goals. What had gone wrong to bring on crisis and a prescription for lesser goals? To say, as has been said, that the university was in trouble because of its commitments exceeded its resources, is true but insufficient. (One of Pitt's officials explained: "Lots of universities walk on the edge. We happened to fall off.") Pitt was indeed in deep financial trouble, but in terms of the wealth commanded by those who had prescribed or at least acquiesced in the prescription for greatness, the amounts were trivial. And, without being cavalier about other people's money, it is obvious that, if a few people had been willing to write checks, the crisis could have been papered over and the university's quite messy financial affairs discreetly put in order.

Why, then, did Pitt become the Kitty Genovese case of higher education?

The answers are to be found in a number of places: to a minor extent, in the psychology of philanthropy and the precariousness and rigidities of university finance. When the crisis broke out last spring, it had virtually no effect on the Medical School or the School of Public Health, two heavily endowed oases in Pitt's fiscal wasteland. Their favored status was referred to by Litchfield as early as 1961, when he pointed, in an address, to "private donors and public appropriating bodies which are so concerned with particular aspects of a university that they flood the parts they favor with all imaginable support, regardless of the impact on the rest of the institution."

"He Didn't Beg Humbly"

To a greater extent, the answers are to be found in the peculiarities of the city of Pittsburgh, the university, and the personalities involved. "This is a business town," said one dean, "and the people who count here send their kids to Yale, Harvard, and Princeton. They really weren't interested in Pitt."

And another faculty member added, "Litchfield didn't conform to the style they expected of hired hands: he demanded arrogantly, he didn't beg humbly."

But perhaps, at a more fundamental level, the answers are to be sought in an examination of some of the realities of the academic excellence binge now wracking the nation. What is excellence? Can it be nurtured to swift fruition? And--possibly most important of all--do trustees, civic leaders, and university administrators fully realize what they are committing themselves to, emotionally, intellectually, and financially, when they prescribe "greatness" for that curious organism known as "the university"--especially a university whose trademark is a 40-story pseudogothic tower called "The Cathedral of Learning"?

The Pittsburgh inquest must inevitably start with the apotheosis of the New American executive, Edward H. Litchfield, institution builder, corporate strategist, managerial scientist, educational philosopher, equipped with partable dictating machine and private plane, who, at age 41, was summoned by the trustees to become 12th chancellor of the University of Pittsburgh, assigned to do for the realm of intellect what the bulldozers, architects, and soot filters were doing for downtown Pittsburgh.

In microcosm, Litchfield had done for himself what the trustees now wanted done for their "trolley car" university. The only child of a Detroit postal employe, he worked his way through the University of Michigan and overcame a speech defect to become a successful campus debater. After receiving his A.B. in 1936, he unsuccessfully tried for the nomination for state elective office, then, in 1940, received his Ph.D. in political science. Two years later, after lecturing in political science at Brown University, he was serving as deputy director of the Michigan Civil Service Commission and teaching public administration at Ann Arbor.

At the end of World War II, a recommendation from a senior faculty member led Litchfield to a position with the State Department's mission to occupied Germany. There his skill in administrative matters and his lucidity in report writing caught the attention of General Lucius D. Clay, and in 1946, at age 32, Litchfield became deputy director and, later, director of civil administration in the Office of Military Government for Germany. The fast-rising young Litchfield also served with the U.S. delegations to the Moscow and London conferences of the Council of

Foreign Ministers in 1947 and to the London Tripartite conference the following year.

"Administrative Science"

In 1950, Litchfield left government service to become a visiting professor at Cornell University's School of Business and Public Administration. Three years later he was dean of the school and was attracting favorable notice as an articulate exponent of the theory that the "administrative process" is a distinguishable craft, or science, irrespective of what is being administered, and that its basic principles are equally applicable to a corporation, a university, a government, or any other organized human activity. To provide a scholarly forum for students of administration, Litchfield founded the Administrative Science Quarterly.

Meanwhile, Litchfield was manifesting a characteristic that later was to arouse a great deal of resentment at Pitt: a readiness to take on a multitude of demanding responsibilities. Simultaneously, or in close sequence, while swelling the endowment, faculty, and programs of the Cornell School of Business and Public Administration, Litchfield was executive director of the American Political Science Association, made a study of public administration in Indonesia, and was president of the Governmental Affairs Institute in Washington, a busy organization under contract to the State Department to administer the visits of hundreds of foreigners each year to the United States.

In addition, he was on the board of AVCO, a large, sprawling corporation, and on the executive committee of Studebaker. Later he became a member of the board and soon after, board chairman--of Smith Corona, new Smith-Corona Marchant (SCM), and was intimately involved in lengthy battles for control and reorganization of that huge and profitable firm. Litchfield still holds the chairmanship, and accordint to Scc records, controls 40,912 shares, which have a current market value of approximately $50 each. The records also list under his name 6,000 shares of AVCO, value approximately $25 each. Flying in his private plane from Ithaca to SCM headquarters in Syracuse, to the Governmental Affairs Institute in Washington, and to Studebaker in South Bend, Litchfield was a one-man corporation, which in fact he later became for he was not only Edward H. Litchfield but also Litchfield Associates, Inc., duly incorporated under the laws of the Commonwealth of Pennsylvania.

Was this the man wanted by the tycoons of Pittsburgh to implement their designs for the university? Indeed it was. . . .

. . . When the trustees offered Litchfield the chancellorship, the Cornell school he headed was rapidly growing in scope and reputation. He was reluctant to come to Pittsburgh, but the mandate of greatness and the professional opportunity were powerful attractions. On July, 1955 his appointment was announced, with the understanding that he would assume his duties the following year. The personal rewards of office were to be a residence, a chauffeured limousine, a generous and apparently open-ended expense account, and a salary of $40,000 a year, which was $10,000 more than his predecessor's and even well ahead of the presidential salaries in many of the elite institutions that the trustees sought to emulate.

Now with high expectations, the University of Pittsburgh turned onto the road to excellence. At a press conference in the Duquesne Club, Board Chairman Senate introduced Litchfield and declared Pitt's aspirations to a place among the world's great universities. To the chairman's right stood the youthful, confident-looking chancellor-elect; to the left, Leon Falk, Jr., the discoverer of Litchfield and the board member who most closely shared Scaife's aspirations for Pitt. The surroundings of the press conference suggested that the proceedings were approved on high. But no doubt was possible when Richard K. Mellon rose to give his benediction. Litchfield's election, he said, "underscores our belief that the University of Pittsburgh must undertake the role of building a great cultural and educational center for the region, a center without which no industrial city can become and remain great."

Thus began a decade of great change in the affairs of the once-placid University of Pittsburgh.

* * * *

"Peake Traces Pitt Growth From 'Street-Car College'"

Dr. Charles Peake, the University's first Provost, has resigned, effective August 1, 1971. The second highest administrator, Peake oversees all major academic units of the University except the Health Professions. As Provost, Peake has been the man chiefly responsible for academic excellence.

In 1956, Chancellor Edward Litchfield brought Peake to Pittsburgh from Knox College in Galesburg, Ill. Litchfield wanted an academic man, the Provost explained, to serve as Assistant Chancellor of Student Affairs.

Street-Car College

"When I got here," Peake said, "Pitt was a street-car college. Really backward. There were no Admissions or Student Aid Offices, no University Counseling Service or Placement Center, nor was there a Student Union. One of the things I felt had to be developed was campus life. We had to make it a rich experience, total education, the best."

To transform Pitt into a nationally and internationally recognized university, Litchfield, Peake, and others decided to stress certain academic areas more than others. This, the administrators felt, would both enhance University prestige and set an example for other departments as to what could be done in a short time.

According to the Provost the areas particularly stressed were anthropology, philosophy and physics.

Dr. Peake stated, "Pitt had no anthropology department at all before I came here, and philosophy was very weak. Today, they are two of the finest departments in the country. Both produce journals which are internationally recognized; the same is true for physics."

Responsibility to Minorities

"People say we are lowering our standards to admit minority groups," the Provost said. "They don't realize the unique capabilities and responsibilities Pitt has in developing, on professional and graduate levels, minority peoples. No other institution in Western Pennsylvania can do this. We must strengthen these programs and make them more productive.

"We are not lowering our standards, not losing excellence. Rather we are adapting to get at the potential present. The University, to survive and be responsible, must become increasingly flexible."

Peake asserted that in the future the University must make major changes in all areas, especially in programs, structure, and finance.

"New programs," he said, "must be developed that will build toward applied work and erode the barriers between the undergraduate and master's programs. We must change to a less centralized, more individualized, system."

"We at Pitt cannot continue to grow by crowding everyone into the Oakland area. We need to concentrate on the branch campuses."

Probably the biggest danger to Pitt and to academic excellence, Peake feels, is the lack of finance.

"The University is not a factory. But a lot of people in positions of power don't agree or understand. It's increasingly hard to maintain excellence in the face of continuing fund shortages. We've had a lot of good ideas that were just not carried out because of money shortages, particularly in programs for minority groups."

In August, Peake will leave for Asia, where he will be special consultant to the Chancellor of the Chinese University of Hong Kong. Following a one semester stay, the Provost plans to tour the University of Pittsburgh's programs in Asia and then visit Mexico City in June. He will return to Pitt in one year, as Professor-at-Large, Provost Emeritius, and senior assistant with the University Center for International Studies.

Peake will be replaced as Provost by Rhoten Smith, now president of Northern Illinois University.

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APPENDIX K

"Report of the Chancellor 1970"

In the decade of the 1960's, the University of Pittsburgh accelerated its movement toward academic excellence and reached new levels of quality in most programs. In the decade of the 1970's, the University's highest priorities must include the continuation of this thrust in the development and expansion of high quality undergraduate, graduate and professional education and in the stimulation of research.

When I came to the University of Pittsburgh three and a half years ago, I predicted that the American university would undergo reorientation toward greater public service in the coming decade. I also suggested that the university would acquire a higher order of public responsibility, that it would become a creative center for a new society--for its communication systems, its social patterns and its economic and political structures. The University has added to its list of high priority objectives a new dimension to accompnay its energetic drive for quality in educational and research activities. This includes humanizing and making more habitable the urban environment and providing opportunities for continuing the education for an ever-widening array of people.

As this report will illustrate, the University of Pittsburgh is adapting its curricula to the needs of contemporary society. It has moved innovatively, and its teachers and researchers are increasingly relating their efforts to the resolution of problems of social injustice, poverty, urban blight, the impact of technology on society, and the threat to peace in international politics.

The University of Pittsburgh is, therefore, continuing in its traditional mission of excellence in education and simultaneously is expanding its commitments and services to the community. . .

. . . At a more general level, I foresee many difficulties, beyond the province of any single institution, that could seriously impact upon the future of every college and university in the country. There are two potential crises in higher education: one is a crisis in long-term funding, and the other is a crisis of public confidence. While I remain optimistic about our ability to find solutions, both of these crises pose a threat to the continued existence of many institutions and also to the degree of autonomy and academic freedom of those that do survive. . .

. . . This crisis in public confidence has little relation to the reality of conditions at any given institution. Certainly at Pitt we have so far avoided violence and serious disruptions of the sort that have plagued a few other campuses. Prospects for continued cooperation between faculty, students and the administration seem reasonable good. Students are participating effectively and responsibly in governance, curriculum planning and other campus concerns, and they are doing so via legitimate procedures that they themselves helped to devise. It is perhaps too much to say that we have fashioned, in John W. Gardner's words, "a system that provides for its continuous self-renewal." But we have at least designed some effective processes for peaceful change, not as a provision against student unrest, but as a means of engaging the total membership of the University in pursuit of common goals.

Despite the fact, however, that most institutions of higher education have been, like Pitt, virtually free of disruption, doubt has been cast upon the ability of even the most orderly institutions to govern themselves. The university rather than bridging over the generation gap has become a target that draws fire from both sides. While some students view the university as a tool of the "Establishment," some citizens outside the university view that same institution as a breeding ground for revolutionaries. Both perceptions are inaccurate, misleading and dangerous. . .

. . . In a turbulent era, when demands come from every quarter of society, no major institution can be isolated from the currents of public life, least of all the university. Glaring discrepancies between national ideals and national performance are apparent in our society, as they have been in much of our history. Young people are particularly sensitive to these discrepancies, as youth has often been. I find much that is admirable in student demands for social justice and international peace, and if our democratic institutions are to survive, we must not only tolerate, but encourage their efforts at constructive change. . .

. . . Free inquiry, open discussion of issues and continuing search for truth are the heart of academic freedom, and academic freedom lies at the heart of the university.

In the future, the most extreme danger to higher education lies in the threat to academic freedom. The threat comes from without and within--angry external demands that voices of professors and students expressing unpopular views be silenced; internal campus movements that would seek to intimidate faculty and student colleagues and make them conform to group viewpoints of political issues. If academic freedom is lost as a result of submission to either of these external or internal pressures, the system of higher education that is the key to our progress as a free society will exist no longer. In its

> stead, our institutions will become no more than great vocational academies, training, not educating, persons to play specified roles in society. I have no intention of presiding over such a development at Pitt. As Chancellor, I intend, to the utmost of my ability, to advance and to protect the system that we have collectively devised. . .
>
> . . . One of the important factors reinforcing public confidence in higher education is improved understanding of the role that the university plays in our society. While most people understand generally the university's contribution in terms of teaching and research, there is less appreciation of the other kinds of public services that the institution performs. In the next chapter of this report, we shall briefly explore the public service role of the University of Pittsburgh, which in its full range is not well understood by most residents of the region. The review tends to focus, somewhat one-sidedly, on the benefits that accrue from this relationship to the public. It should therefore be acknowledged again that in serving the public Pitt is most assuredly also serving itself. . .

* * * *

Looking back on Pitt's history, we find many instances of public service activity of the University, the oldest recorded going back to 1807, but these were isolated instances. The University was too engaged in the problem of survival to help anyone consistently but itself.

In 1965, Pitt entered upon a new phase of its existence, one marked by a major expansion in its service to the community and to the Commonwealth. The highlights of that community involvement were: state-relatedness, public service in health, public service in education, business and engineering and Public and International Affairs. This involvement was directed and activated through programs specially attenuated for this goal in the respective graduate schools and faculties. Another was in the old field of University public service contributions, the cultural field. Today, some of Pitt's University Theatre "avant garde" productions set a new pace for innovative theatre--but Pitt still provides a regular repertory of classical and popular theatre to suit the tastes of all.

THREE CASE HISTORIES

A sharper focus on the university's new public service role emerges as we examine in detail some specific community service activities. The ideal university service project is an efficient enterprise in which every participant contributes and everyone benefits. Faculty provide teaching and expert advice to the project and in return derive research data from it. Students contribute their time and talents and acquire knowledge in the process of participating. The community benefits from the services produced and serves as testing ground for new ideas and concepts. Many university service projects also provide employment for community members.

We have chosen three such "case histories" for discussion. They illustrate the new relationships which the University is forging with hitherto neglected segments of the community and the new patterns by which the University provides public service while pursuing its primary goals of teaching and research.

THE BUSINESS STUDENT CONSULTING PROJECT

Two years ago, graduate students and faculty in the Graduate School of Business were made aware of the need for expert assistance by the shopkeepers, small businessmen and modest industrial entrepreneurs who are trying to develop the economically depressed black neighborhoods of the city. To meet this need, a group of graduate students started the Student Consulting Project (SCP) in October 1969. The project also involved Pitt faculty and Pittsburgh business and professional men as consultants. In addition, SCP has broad representation of industry, and community leaders serve as directors.

SCP set forth four goals for its work:

"To help create black economic power in Pittsburgh by strengthening client businesses or organizations, by creating additional jobs, and by raising managerial skill levels and pride of our clients.

"To focus attention of the business school faculty upon pressing problems facing the Pittsburgh black business community.

"To open a channel of communication between the business students and black businessmen: This may prove to be a major value of the project as the predominantly white (student) consultants and their black clients are thrown together often in confronting major problems . . .

"To provide students with practical field experience working with businesses during the school year."

The idea behind the project is simple: to provide, without charge, a detailed analysis of individual business operations and the necessary technical expertise in accounting, merchandising, taxation and other aspects of business to help the enterprise succeed.

When a request for help is received, a visit is made by students serving as "client recruiters" for the project. The "client recruiters" begin by amassing basic data about the enterprise —What type of business is it? What are its major problems? How many and what kind of employees does it have? What are its assets and operating costs? How much experience has the owner? What techniques does the business use to market its goods? How good is its credit?

After the information is collected, the case is studied to define the problem. A central coordinator from SCP then refers the problem to student consultants with relevant specialties, such as finance, accounting, marketing, merchandising, advertising, business management, fleet management, manufacturing, layout methods, personnel and so forth. A consulting team then may be formed with backup assistance for specific problems provided by students with unique skills, such as accounting or law. Further professional and technical skills are provided by interested faculty members and administrators at the school, along with business and professional men in the city, such as members of the Junior Chamber of Commerce.

To date, more than 40 firms and organizations have requested and received the services of the student-run project. Among the businesses and organizations which have been assisted are gas stations, taverns, beauty salons, variety and grocery stores, hotels, co-operatives, small manufacturing companies, car washes, dry cleaners, contractors, a funeral parlor, a country club, dairy bars, and organizations including the NAACP and Community Action-Pittsburgh.

Students have helped a businessman start a small store selling locally hand-crafted jewelry; set up an inventory system for a supermarket; and saved one client considerable tax payments by uncovering a $5,000 error in income statements. Other clients have received help in applying for business loans and grants. SCP also sponsored a "Small Businessman's Night" at the University, attended by some 200 small businessmen from the black community; speakers addressed the group on such topics as "Security Within the Black Business Community" and "Minority Enterprises," and discussions were held between the businessmen and local business and government leaders.

One of SCP's minority "clients" told the *Pittsburgh Post-Gazette*: "It's a good program. They did a beautiful job for me." Interestingly, SCP recently has received at least five requests for help from white-owned businesses located in or near black neighborhoods of the city.

THE LEISURE-LEARN PROGRAM

Like many urban universities, the University of Pittsburgh is bordered by city neighborhoods that have been designated poverty areas by the U. S. Office of Economic Opportunity. Nowhere is this juxtaposition more apparent at Pitt than in that section of the campus devoted to athletics. Just across the street from one of the pioneering low-income, public housing projects in the nation sits Trees Hall, a magnificent gymnasium with two swimming pools, basketball and squash courts, and other modern game rooms and equipment.

Until two years ago the contrast between the crowded neighborhood, with its almost non-existent recreational areas, and the handsome university athletic complex was vivid—and deeply resented by local residents. Children played in the streets around Trees Hall, or hung around in small groups; in the summer, they turned on the fire hydrants. It was obvious there wasn't much to do for youngsters in this part of town.

In the last two years, this scene has changed. The reason for the change is a new year-around "Leisure-Learn Program" financed by the University and advised by a committee of representatives from 16 different community organizations. During the summer the program is further strengthened by additional activities financed by the National Collegiate Athletic Association (NCAA) and the President's Council on Physical Fitness and Sports.

What does this mean for an athletically-inclined boy from Pittsburgh's Hill district or South Oakland, two communities which border the Pitt campus and are involved in the program?

If the youngster really wanted to take advantage of every activity sponsored by the University during the peak summer months, he could start at 11 a.m. with sports instruction offered by the NCAA program. Under the baseball part of the program, this might involve an hour's practice with an instructor in batting, sliding or fielding. Then, in the second hour, there might be an organized baseball game. This would be followed by a film showing, a talk or even some classwork on a subject of interest.

Youngsters involved in the program are then transported by bus to Pitt's Tower Dormitories, where they are given a hot lunch in the student cafeteria. After lunch, they would go back to Trees Hall for recreational and instructional swimming until 5 o'clock. Or they could go to the gymnasium for some basketball, volleyball or perhaps cards and checkers. Something might even be going on after dinner. It would then be back to Trees Hall for one of the evening programs—perhaps a demonstration of African or modern dance.

Under the program, in 1969-70, up to 150 children and young adults from the community regularly swam in the Pitt pools, five days a week in the summer and three days a week at other times of the year. As many as 300 others took part in baseball, basketball, track and field, and football games, or used the University's facilities for everything from weight-lifting and volleyball to checkers and karate lessons. The NCAA summer program involved from 200 to 250 youngsters over and above the number enrolled in Leisure-Learn.

Leisure-Learn began in the summer of 1968. In the words of one of its directors, "We were fired by conscience, and the recognition that there aren't enough recreational areas around." At first, special funding was acquired from city and private agencies. But the funding ran out at the end of the first summer, and the pilot program came to an end. In the fall of that year, the University made a permanent commitment and the program has been continuous ever since.

It's called "Leisure-Learn" because it involves a great deal more than simply opening the doors and letting the neighborhood kids in. Young people from the neighborhoods get first-rate instruction in swimming and other sports, they take part in organized competition through groupings of participants by age and size, and they use the same equipment used by Pitt's own varsity and intramural athletes. The programs are planned by community groups in conjunction with the University's own physical education and recreation staffs and students, with the latter receiving valuable training in teaching athletics and recreation.

In addition, there are programs for young people who demonstrate leadership ability and might be interested in careers as physical education "para-professionals"; special classes for children with orthopedic or behavioral disabilities; and a "slimnastics" group for adults who want to lose weight through organized activity and dieting (a nutritionist from the University's Graduate School of Public Health serves as a consultant to this project).

At the close of the first summer's effort in 1968, the community advisory committee was asked to evaluate the project. The impact of the "Leisure-Learn Program" on the community is summed up in comments by two of its members:

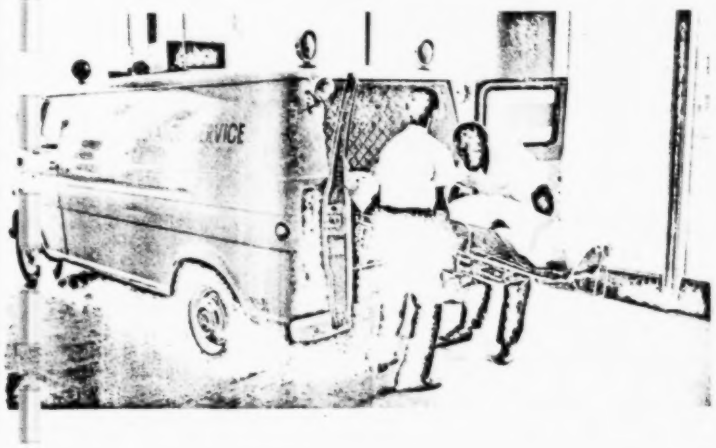
"The Hill District community did benefit from the Trees Hall swimming experience. The University of Pittsburgh now has a new image where this community is concerned. The University is now an active part of the community, rather than a removed one."

"The South Oakland Citizens Council feels that these programs were among the most new and exciting. We are especially proud to have participated in the pilot programs that helped open the way. The Council will continue to maintain its commitments to the community, the University and the Advisory Committee. We anticipate future programs and we feel that these programs will serve as a model for the entire country."

FREEDOM HOUSE AMBULANCE SERVICE

Most people think of ambulances as high-speed taxicabs, designed to rush emergency patients to the hospital as soon as possible. This description may be generally valid but it doesn't fit the orange and white vans operated by the Freedom House Ambulance Service in Pittsburgh. The Freedom House ambulances are, in effect, mobile "intensive care" units with some of the most sophisticated emergency medical equipment available. Their drivers—until a few years ago, members of the so-called "hard-core" unemployed—are among the most highly skilled ambulance attendants in the country; they are revolutionizing emergency procedures by bringing high quality care to the patient rather than the other way around.

The idea for the ambulance service resulted from a cooperative effort by a Pittsburgh foundation, the University of Pittsburgh's Graduate School of Social Work, and the Department of Anesthesiology in Pitt's School of Medicine. The drivers, most of whom were out of work when they joined the program, and less than half of whom had completed high school, were trained by Pitt. The foundation provided the funds to finance their studies. The program will form the basis of a new school for emergency medical technicians soon to be opened in the University Health Center of Pittsburgh.



The Freedom House trainees took the State Ambulance Attendants Course and learned basic techniques of first aid and cardio-pulmonary resuscitation. In addition, they received instruction in anatomy, physiology, pathology, inhalation therapy and nursing arts at Pitt. During one portion of their training in University-related hospitals, they spent two weeks observing and assisting anesthesiologists in operating rooms and another week with surgeons and nurses in emergency wards. A 20-day apprenticeship with ambulance services in Indiana, Pennsylvania, and Baltimore, Maryland, completed their basic eight months course.

Since operations began in July 1968, Freedom House ambulances have transported almost 10,000 patients. Not all are emergency cases, but not all non-emergency cases are routine, either. Each month, an average of 15 premature infants are transported from outlying hospitals to the neonate intensive care unit in the University Health Center. A physician rides in the ambulance with the baby, who is placed in a special incubator for the journey. Many of these babies would not survive the trip without this special equipment.

A $50,000 grant from another foundation helped provide the ambulance equipment. The four mobile intensive care units of the Freedom House fleet are the only ambulances in the country which meet the stringent standards of the National Research Council. They were designed by the Pitt Department of Anesthesiology's chairman, who says they contain everything a physician needs to support life in a life-threatening situation, including oxygen equipment, obstetric delivery kits, electric defibrilators, and equipment for burn treatment, chest drainage, drug injection and intravenous fluid infusion. They also contain two-way radios through which hospital physicians can direct technicians even before the patient has arrived at the hospital. Eventually, a radio telemetry system will be installed, permitting physicians to monitor a patient's heartbeat in the event of a cardiac emergency.

One important dividend of the Freedom House service is the excellence of its job training program, which is so successful because it guarantees its trainees jobs where they can put their skills to use. Of the 25 men and women in the initial training group, there were only five dropouts. Those who did not have a high school diploma were able to get a General Equivalency Degree as part of their training; several have gone on to college, and one is now in a degree program at Pitt's Graduate School of Social Work. A second group of attendants completed training last January and a third group entered the program last fall.

The director of the Freedom House program has commented, "Freedom House ambulance drivers are already a symbol of community self-reliance and achievement in their own neighborhoods." To this we add they are also another symbol of how a community benefits from the public service activities of a great urban university.